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ABSTRACT

This compendium of Title I E.S.E.A. program results for 1969-70 includes Language Development, Mathematics, Auxiliary Services, Intergroup Relations, Parent Involvement, Staff Development, Preschool, and Follow Through. The Language Arts Component was basically an individualized approach to reading instruction within each classroom in the Title I schools. A general trend in pupil performance favored Title I schools. Results from the standardized instruments used to evaluate the Mathematics Component indicated that the Title I program produced superior results in grades one, three, and four. Based on opinions expressed in principal and teacher questionnaires, the quality of guidance services improved during the year but still was not optimal. Approximately 200 paraprofessional aides were employed. Inservice programs varied from good to weak depending on the school. Twenty-one interns served in four schools. The question is posed as to which is better, an intern or a student teacher. Augmented library services were offered in thre schools. The Nutritional Break program is in effect at all but one school. During the the school year 1969-1970, approximately 690 study trips were taken by students at the eight compensatory schools and one parochial school. Approximately 20 percent of the study trips were out of town. Although this was generally a smoothly running program, data showed that some teachers needed to be encouraged to take more advantage of this program. (JM)

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FRESNO CITY UNIFIED SCHOOL DISTRICT

"TITLE I REPORT"

EVALUATION OF THE COMPREHENSIVE COMPENSATORY EDUCATION PROGRAM
1969 - 1970 SCHOOL YEAR

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THE OFFICE OF PLANNING
AND RESEARCH SERVICES

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Evaluation Report Submitted to the
California State Department of Education
Sacramento, California

Regarding

Programs and Services Provided Under
The Elementary and Secondary Education Act of 1965

Submitted August 15, 1970
by
Fresno City Unified School District
Erwin A. Dann, Superintendent
2348 Mariposa Street
Fresno, California 93721

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Project Number
10-240-01-0119

Reporting Officers: Robert A. Hansen, Director
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Office of Planning and Research Services

Fresno City Unified School District

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INTRODUCTION

The 1969-70 "Title I Report" has been published in three volumes. This is Volume 1 and contains the narrative description and evaluation of the six Title I components and the Preschool and Follow Through Projects. The Program Information (Blue sheets) and Project Information (Green sheets) are contained in Volume 2 of this report. Description and evaluation of the summer projects funded under the 1969-70 Title I program are contained in Volume 3.

This volume of the report is divided into eight sections, one section for each of the six components and a section for the Preschool and Follow Through Projects. Each section has its own table of contents and appendix. A general table of contents is also furnished for the convenience of the reader. An overall summary of the evaluation is furnished following the General Table of Contents. Evaluation abstracts are also provided at the beginning of each of the eight sections.

COMPENSATORY EDUCATION SCHOOLS

Public Schools: Fresno City Unified School District

School	Principal	Address	Phone
ELEMENTARY			
Calwa	Theodore Woody	4303 E. Jensen	266-0794
Columbia	Goldia Hensley	1351 C St.	268-5384
Franklin	Robert Hill	1189 Martin St.	485-3571
Jefferson	Rutherford Gaston	202 N. Mariposa	237-4106
Kirk	Jack Stewart	2354 Lily Ave.	266-9909
Lincoln	Pumphrey McBride	651 B St.	266-0259
Teilman	Wayne Snell	11 S Teilman	233-3107
Winchell	William Hansen	1240 S. 8th St.	266-9809

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Non-Public Schools

ELEMENTARY			
St. Alphonsus	Sister Rita Flattery	1207 Trinity	266-3290

GENERAL
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Summary of Evaluation
1969-70 of Title I Program

This summary does not attempt to describe the methods or programs utilized in an attempt to improve learning in Title I schools. A description of these innovations will be found in the Narrative part of each section in this evaluation. Particular attention will be given in this summary to program results in terms of student learning.

Language Development

Within the language development project, emphasis was placed on the improvement of reading instruction. Regardless of the particular reading program implemented within a given Title I school, emphasis was upon individualization of instruction. Questionnaires and observations indicated that teachers did organize their classrooms for individualized instruction in reading.

Since several methods or text book approaches were used, a comparison between the several methods within the Title I program was done. In general, there were no differences between the several methods used within the Title I schools. The only exception was when an analysis was made of a three year history of reading scores of third graders. In this analysis the mean reading scores of three groups of third graders were compared; these groups were Basic Reading and Supplimentary Supplies (Brass) within Title I Schools, Reading Excellence and Advanced Development (READ), and Brass without Title I augmentation. When measured over a three year period there was a significant difference in gains between these 3 groups with BRASS Title I schools demonstrating the most gain. This growth comparison is depicted in figure 1. The most interesting part of this analysis is the superiority of the BRASS program within Title I as compared to BRASS programs lacking the Title I augmentation. This difference was statistically significant.

Figure 2 shows a three year growth plot of third graders in the Title I group as compared to third graders in the Comparison group. This difference is statistically significant.

Figure 3 depicts the pre and post test mean reading scores for Title I and Comparison group fourth grade pupils. This difference was statistically significant. A similar difference occurred between these two groups when language scores were compared.

In the sixth grade, no difference was observed between the Title I and Comparison groups, however, there was a significant difference

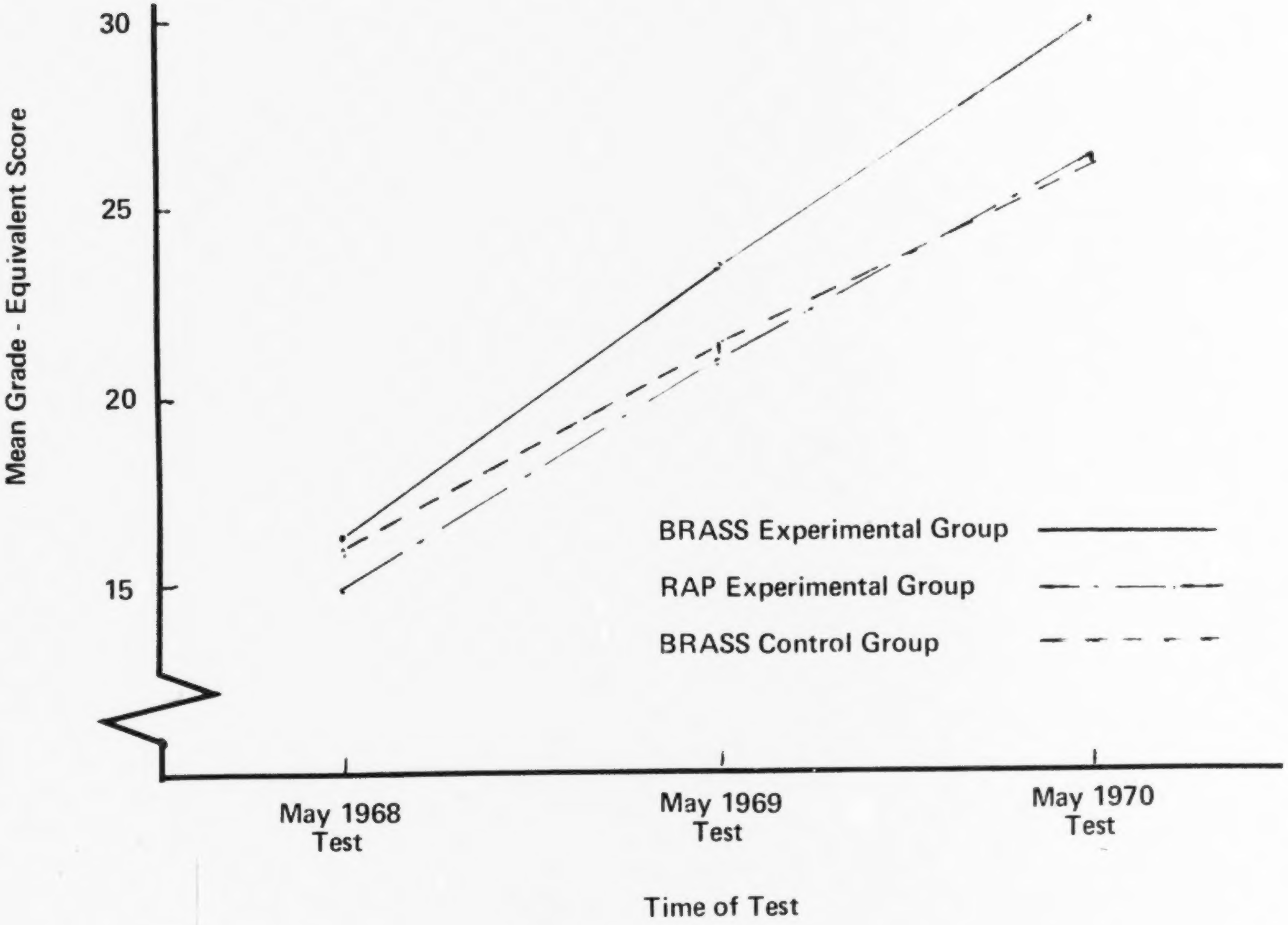

Figure 1. Grade Equivalent means on the SRT for BRASS Experimental, BRASS Control and RAP Experimental Groups.

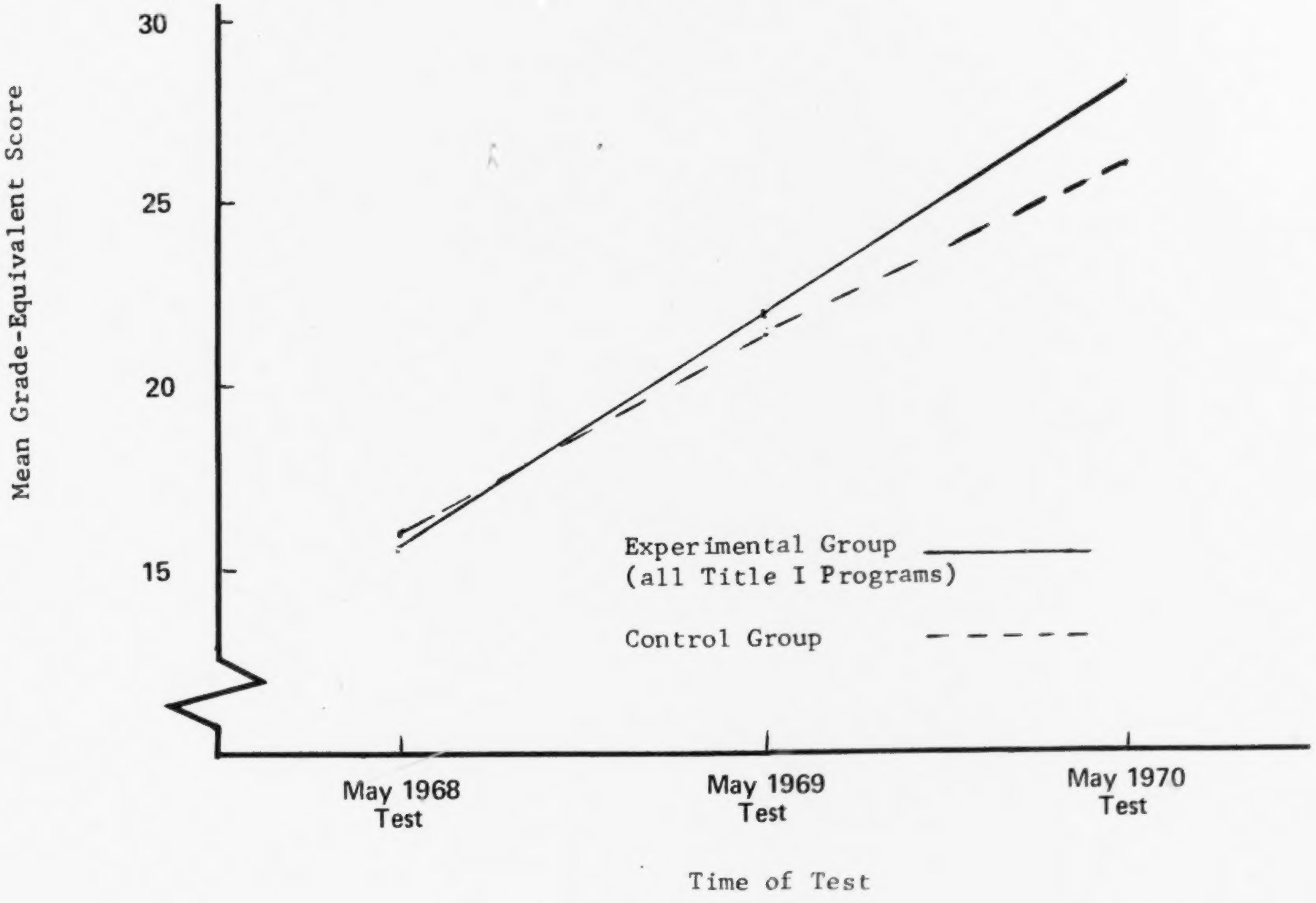

Figure 2. Grade Equivalent means on the SRT for Experimental Group (Title I Schools) and Control Group (non-Title I Schools)

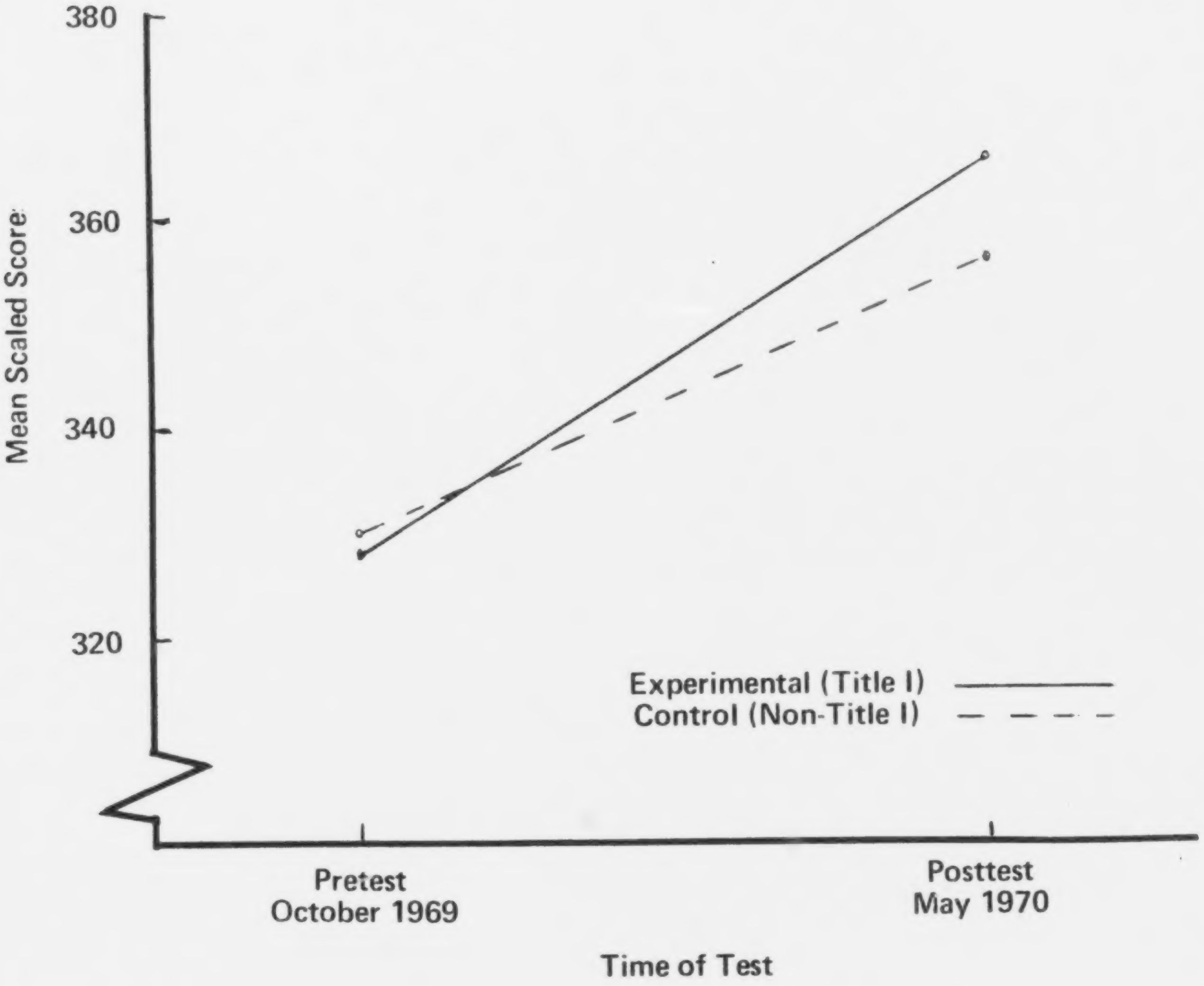

Figure 3. Pretest and posttest means for the CTBS Reading Total Scores in the 4th Grade.

in gain in the Language Total section of the CTBS. This is depicted in figure 4.

In conclusion, a study of growth in reading ability of third graders found that the Title I pupils had a significantly better gain than did the non Title I Comparison group. There was not a significant difference between the various reading programs within the Title I program. Title I fourth grade pupils recorded better gains in both reading and language than did their peers in the Comparison group, while the sixth grade Title I pupils were superior only in language.

The Title I reading program then, seemed to enhance the teaching of reading without any clearcut differences being observed between the several methods used. The better achievement of Title I pupils seemed to be more generally true in the primary grades than in the intermediate grades.

Mathematics

Relative to program implementation, the following objectives were met:

- Math Resource Teachers did apply the individualized approach in their own schools' inservice program as measured by teacher responses to a questionnaire.
- Math Resource Teachers did set up Math Resource Labs in Resource Centers as measured by the narrative description of the Component.
- Generally, classroom teachers in Title I schools did apply the individualized approach in their classroom as measured by a Teacher Observation Checklist and by the teachers questionnaire.
- Generally, students in Title I schools did demonstrate increased knowledge of mathematics compared to the non Title I students as measured by their performance on Standardized Tests.
- Positive mathematical interest of Title I students did improve according to teachers, but did not differ from non Title I students when compared on a student attitude inventory.

Relative to pupil achievement, results from the standardized instruments used indicated that the Title I program seemed to produce superior results in grades one, three, and four. The comparative growth of Title I and Comparison pupils will be found in figures 5 and 6. There seemed to be a decline in effectiveness in higher grades. This tapering off during the fifth and sixth grade year suggests that the Title I program

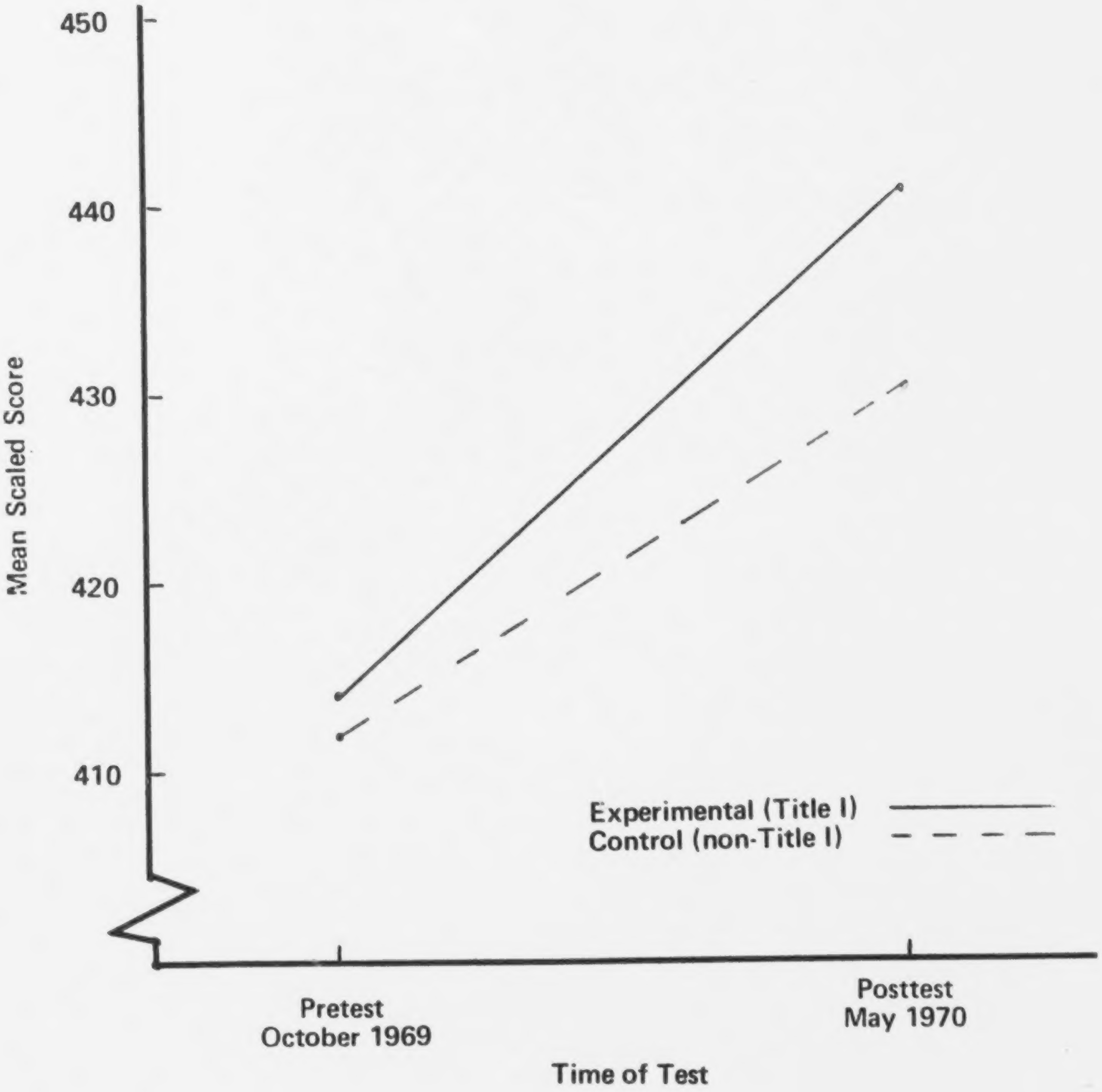

Figure 4. Pretest and posttest means on the CTBS Language Total for the 6th Grade.

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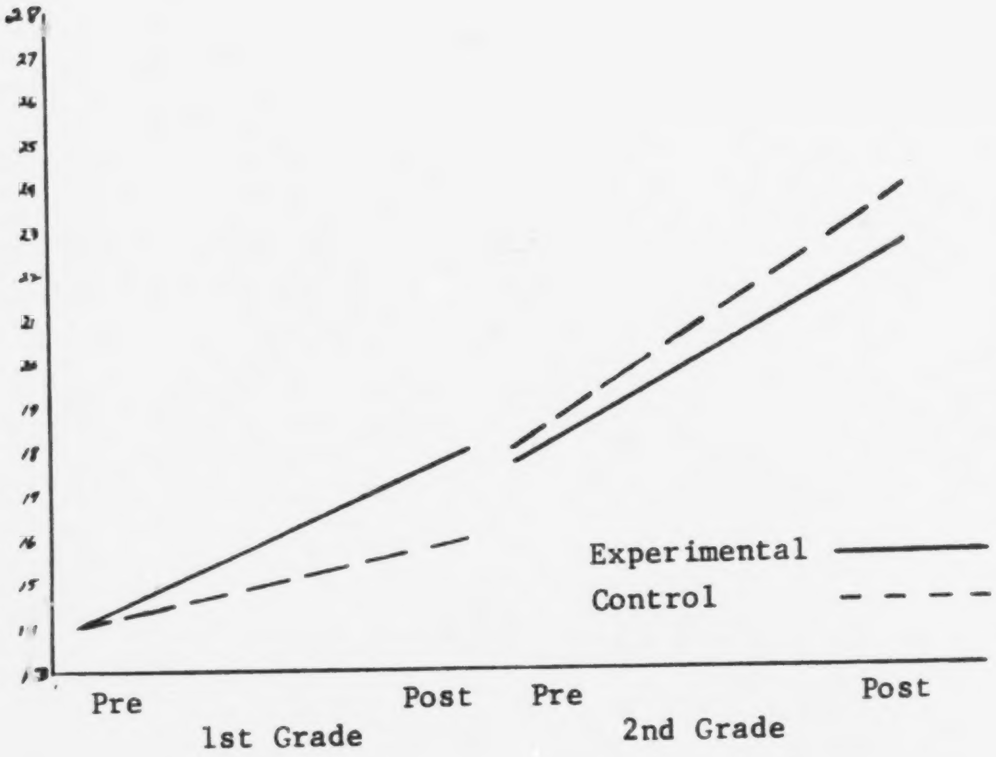

Figure 5. Plot of gains of 1st and 2nd grade pupils in Title I and Comparison Groups. The test used was SAT Arithmetic, administered in a pre - post design and reported in grade equivalents.

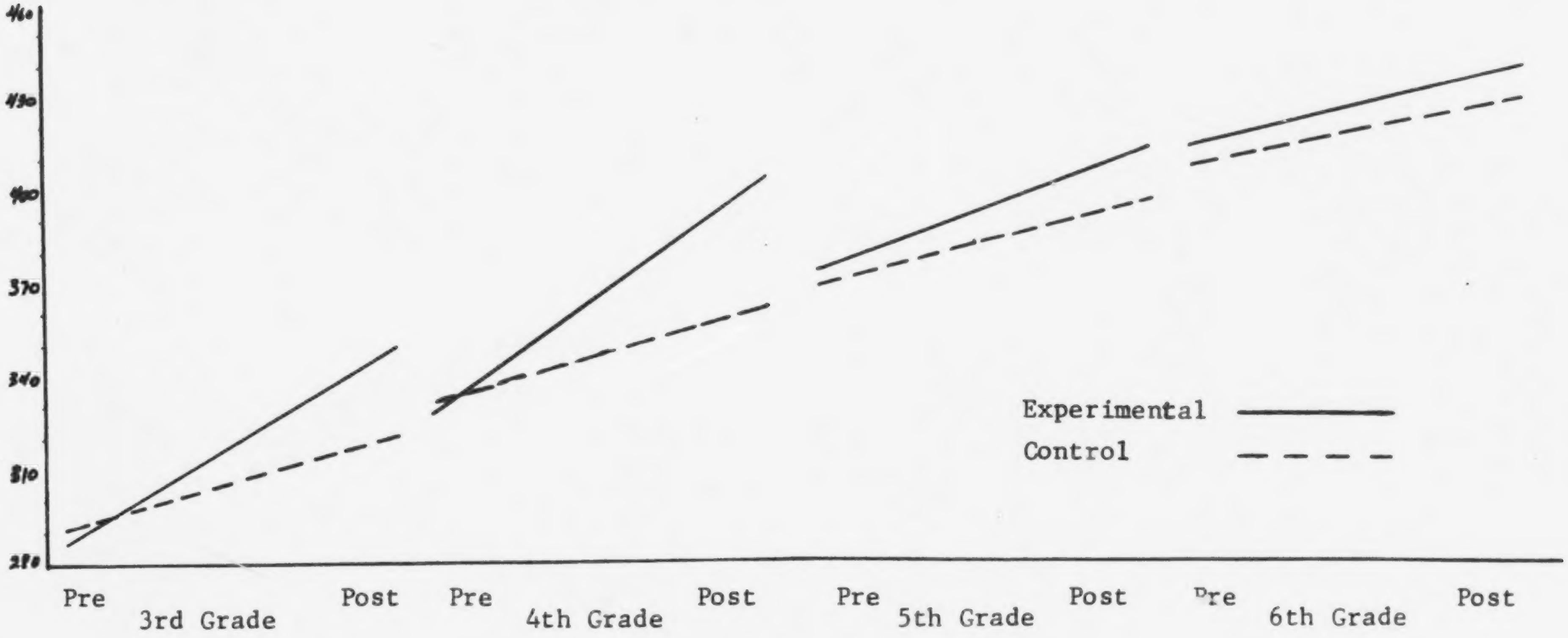

Figure 6. Pre and post test mean scores by grade for grades 3, 4, 5, and 6. Scores plotted are expanded scale scores of the CTBS Arithmetic test.

might make more of an impact on younger students or those who are more susceptible to making educational change. A more precise measure of difference between grades will be possible next year, when students have had two years experience in the program.

Preschool

The preschool program in Fresno is aimed at the major objective of increasing the verbal and academic ability of children from economically disadvantaged areas. Past evaluations have indicated success as measured by the Peabody Picture Vocabulary Test, and there were indications in last year's evaluation that pupils with Preschool experience attending the second grade were doing better in reading than their no-Preschool-experience peers.

This year's evaluation results parallel previous evaluations in that an analysis of gains made by the pupils in the Preschool Program indicated that verbal ability of participating pupils increased as measured by the Peabody Picture Vocabulary Test. The statistical evidence also indicated that while the three identified ethnic groups differed from one another, each group's verbal ability increased during the year spent in the Preschool Program.

The above results lead to the conclusions based on the Peabody Picture Vocabulary Test, that (1) the Preschool Program is effective in raising the verbal ability of participating pupils, (2) even though selected by the same criterion (poverty), the three identified ethnic groups differed from one another as to verbal ability, and (3) even though there were differences between these ethnic groups, the Preschool Program was equally effective with all children regardless of ethnic affiliation.

When comparisons were made of reading scores of children with Preschool experience vs. children with no Preschool experience in each of grades 1, 2 and 3, no significant differences were found. However, when the reading test records of third graders with Preschool experience were compared to the reading test records of third graders without Preschool experience, a statistically significant difference was found in favor of those pupils who had had Preschool experience. The scores for this analysis were the May 1968, May 1969, and May 1970 Stanford Reading Test scores for each pupil. This is depicted in figure 7.

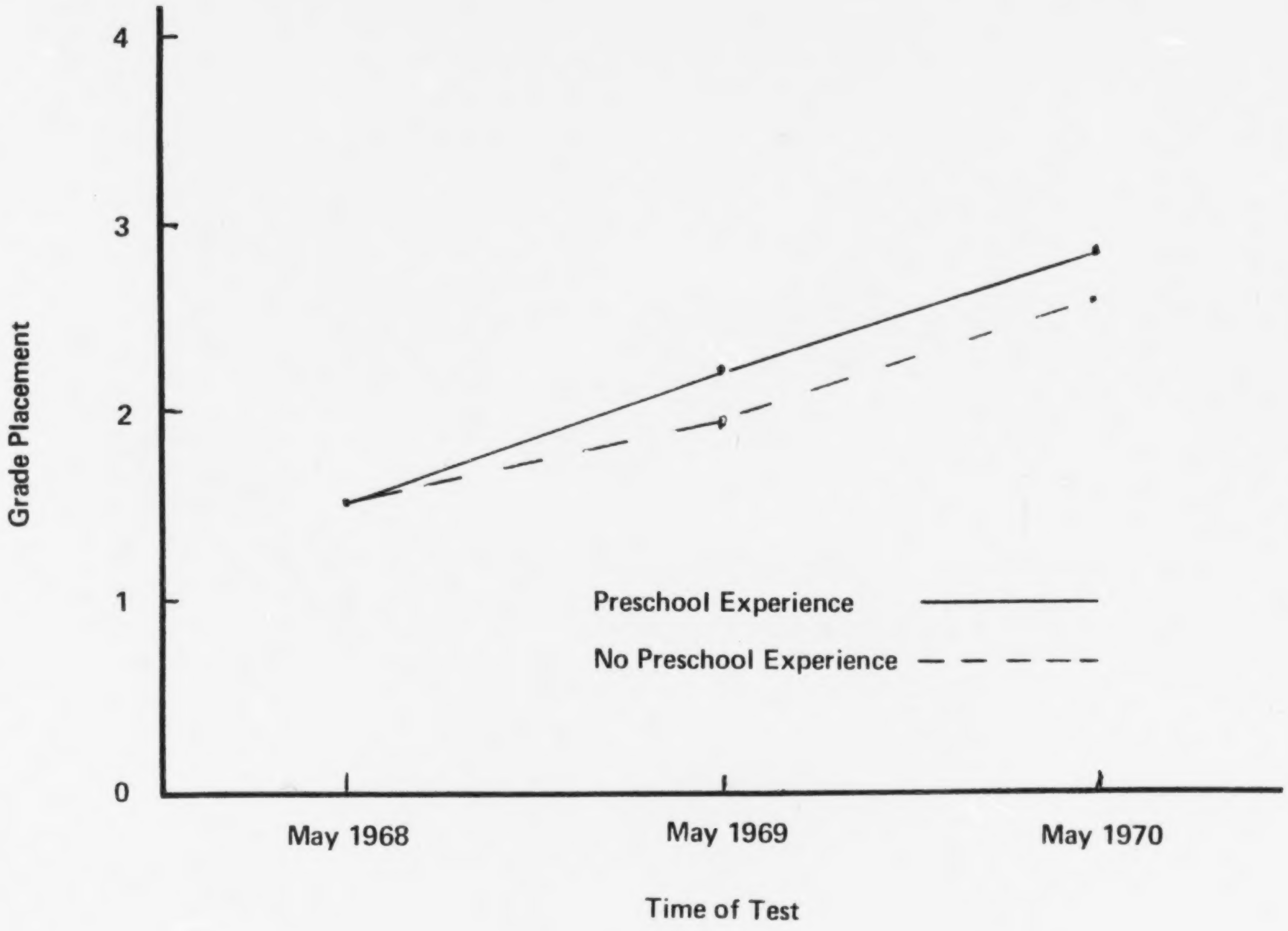

Figure 7. The data shows the differences in reading scores between 3rd Grade Students who have and have not had preschool experience

SECTION 1

LANGUAGE DEVELOPMENT

ABSTRACT

The Language Arts Component was basically an individualized approach to reading instruction within each classroom in the Title I schools. This individualization was to take place within each of the schools regardless of the text book program used within the particular school. There were four text book approaches used within the Title I schools. These are described in the narrative.

In regard to pupil performance in reading, it was found that there were no significant differences between the four book approaches or methods. When these four were combined, and all Title I reading approaches were combined and compared with the comparison non-Title I classrooms without the Title I augmentation, a significant difference in favor of the Title I schools was found. In general, comparative differences in favor of Title I schools as compared to the comparison non-Title I schools were more favorable in the lower grades.

In regard to program application, the Reading Resource Teachers did apply the individualized approach to their individual school's in-service program, and the classroom teachers did organize their classrooms for individualized instruction in reading. The students in Title I schools did seem to have improved attitudes toward reading according to teachers, but did not differ from those attitudes of the Control students.

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LANGUAGE DEVELOPMENT

I. Objectives

A. The Reading Resource Teacher and Reading Teacher on Special Assignment will apply the individualized approach stressed in the project inservice program to their individual school's inservice program as measured by a questionnaire administered to classroom teachers at each school.

B. Teachers provided with evaluative instruments, teaching materials, equipment and with inservice training in their use will demonstrate their ability to organize their classroom for individualized instruction as measured by a Teacher Observation checklist.

C. Students receiving instruction from the classroom teacher will demonstrate his improved reading skill by his performance on the various items of the standardized test (either Stanford Achievement Test or CTBS).

D. Students will respond to the individualized approach and thereby have an increased interest and exhibit more self-motivation towards reading as measured by a teacher questionnaire and by record keeping procedures at each school and an attitudinal survey.

II. Narrative Description

The team approach was used to implement the individualized Language Arts program this year. This inservice team consisted of the fifteen Reading Resource Teachers (two per school except for one at Teilman), Building Principals, Title I Reading Coordinator, and outside consultants. Reading Resource Teachers attended a weekly inservice planning session conducted by the Title I Reading Coordinator on Friday afternoons, which was followed by a site planning session with the Building Principal on Monday. The site group inservice for teachers and aides was conducted by the Resource Teacher, Principal and Coordinator (on request) on a scheduled weekly basis; Tuesday afternoons (Calwa, Kirk, Franklin); Wednesday (Winchell, Lincoln, Teilman, Jefferson, Columbia). Additional inservice was provided during the week by the Resource Teacher teaming or demonstrating within the classroom. A schedule of the inservice activities is included as Item 1 in the Appendix.

The main thrust of the entire Language Arts inservice program beginning in September and maintained on a weekly basis has been to help the teachers gear all instruction to the individual pupil. This included diagnosing the pupils' needs, profiling results, and planning an instructional program geared to the needs and characteristics of the learner. Extensive and continuous inservice has been given to teachers and aides with the following items implemented and maintained in the target schools:

A. Diagnosing (1) All grade 2-6 target school pupils, excluding Kirk, were screened by an individual oral inventory to determine the independent and instructional reading level. Kirk is in the second year of a Title III Reading project using a skill sequence and accompanying diagnostic tools and profiles; a multi-text reading approach is used: basal, library books, Words in Color. This provided teachers with information for selecting recreational books and instructional books for each pupil.

   (2) Based on the pupils' independent level on the oral inventory, a publisher prepared criterion based skill test was administered to determine the specific skill need of the pupil according to the text used. (3) First grade pupils were given a letter recognition, and a phoneme grapheme test to determine their readiness for formal reading. Metropolitan Readiness Test was also used. (4) A diagnostic phonetic and structural analysis inventory was administered to Grade 3-6 pupils in January to pinpoint specific needs not identified in commercial tests. (to accompany profiles described under Profiling Item 2) (5) K-2 pupils were given a diagnostic test in March to determine skill need and placement on a developmental levels program developed and copywritten by Dr. Grayce Ransom. (described under Profiling Item 3)

B. Profiling (1) Results of diagnosis (described in Item 2 under diagnosis) were profiled on the commercial profile provided by the text publishers. (2) The above profiles did not provide enough specific skill information for a total instructional program, so another profile was developed by the Title I Reading Coordinator and Resource Teachers and implemented in Grades (3-6) in January (based on diagnosis described in Item 4) (3) Profiles which indicate the skill need and developmental level and accompany the diagnostic tests based on a continuous progress skill list copywritten by Dr. Grayce Ransom were implemented (K-2) as completed and provided the diagnostic and prescriptive strand in seven target area schools. Writing teams composed of target area teachers and resource teachers have written instructional techniques, prescriptive skill sheets and coded commercial materials to Dr. Ransom's skill list. The completed phases will be available for use in summer school and will be totally implemented through 6th grade in September.

C. Prescription (1) The text book program according to application is:

   1. Harper-Row State Adopted - (Jefferson, Winchell, Columbia) used this procedure for prescribing the correct reader using the diagnosis described earlier.

      a. Pupils placing at 75 percentile or above were placed a level higher than the test level.

    b. Pupils placing between 25 and 74 percentile were placed on level tested.

    c. Pupils placing at 24 percentile or below placed on the level lower than test level.

    d. Pupils tested three levels below grade placement and tested at 24th percentile or below had a special program planned with the Reading Resource Teacher. These pupils were placed in a decoding program published by BRL.

2. Programmed Reading: McGraw Hill (Calwa, Franklin, Lincoln) The placement test for this series was administered to all new pupils by the resource teacher to determine the book the child should begin. Returning pupils were placed according to their End of Book tests for the series.

3. Linguistic: SRA (Teilman) New pupils were given the placement test for this series (A-F) by the resource teacher to determine their starting point. Returning students were placed according to the mastery tests for each level or book.

4. Students completing the Programmed Reading and Linguistic: SRA (Primary Programs) were placed in the Harper Row State text by the procedure described under Harper Row.

D. Prescriptive materials used in K-2 which accompany the continuous progress skill sequence developed by Dr. Ransom were ordered by packet number from the resource center. The packet contains sets of many-faceted instructional materials (oral response activites, pencil paper response, taped lessons, games and manipulative materials, storybook-record combinations and filmstrips) which provided initial instruction and reinforcement of the skill indicated on the pupils' profile. Pupils who needed work on the same skill were temporarily grouped for initial instruction by the teacher, with the reinforcement based on the individual need and learning style of the pupil. These pre-organized packets freed the teacher to truly diagnose and prescribe to the wide range of skill needs found among individual pupils in a heterogeneous classroom.

   Prescriptive materials which accompany the profiles used in 3-6 (temporarily) were prepared by the classroom teacher with the assistance of the resource teacher. Utilizing tapes, games, kits, records in the school and materials ordered from the district instructional materials center.

E. Learning station organization within the classroom was an activity which enabled teachers to accomplish several goals and objectives related to those reading objectives listed in the application; namely, providing a positive learning environment reflecting individual worth of each student, increase interest and self-motivation towards reading and a balanced reading-language program. Each classroom had in operation from four to six of the following stations at a given time; Equipment Station (tape recorder, language master, filmloop, filmstrip) Reading Game Station (vocabulary and word recognition skills were reinforced through the use of learning games) Project or Art Station (puppets, mobiles, scenes, and dramatizations developed around favorite story) Creative Writing Station (opportunity was provided for students to express themselves creatively in writing, on either assigned themes or topics of their choice) Developmental Station (reading skills were developed in multi-level materials such as SRA Labs, Continental Press Reading Thinking Skills etc.) Reference and Study Skills Station (assigned research or report work in content areas, prepared materials on use of dictionary encyclopedias and other reference sources.) News Media Station (provided opportunity for students to read newspapers and magazines and to write or report orally on a current topic of interest.

A large portion of inservice time was devoted to changing the teachers' attitude towards classroom reorganization, physical room arrangement, rotation of students to stations, and development of interesting and meaningful materials and activities to be used in the stations.

The central reading resource center which was set up at each target school site this year has improved organization and utilization of existing materials and has provided a station for teachers and aides to see new materials displayed and demonstrated. Both the learning stations and the resource centers will become an even more important organizational vehicle for truly personalizing the Language Arts Program.

III. Evaluation

Design

The Language Arts Component as described in the narrative section was basically an individualized approach to reading instruction within each classroom in the Title I schools. This individualization was to take place within each of the schools irrespective of the text book program used within a particular school. Along with an evaluation of the degree and effectiveness of the individualized instruction the four text book programs (Harper-Row, McGraw Hill, Stanford Research Associates, and multi-text) were also evaluated. As was done in the math-component evaluation, the achievement of students was not the only measurement of the success or failure of the program. The degree that the Resource Teacher has influenced the teacher was measured. The extent that teachers have used individualized teaching methods in their classrooms was also evaluated. Of course, student achievement gain will be a major part of the evaluation design, along with an evaluation of student attitude towards reading.

To simplify the organization of the design reporting, as was done in the math component, two sections--Standardized Measures and Non-Standardized Measures--will be subdivided into parts corresponding to specific measurement instruments used.

Standardized Measures

Cooperative Primary Reading Tests (COOP). In May 1970 all first grade students within the district were given the Cooperative Primary Test Form 12A. Those students in the first grade in Jefferson, Winchell, and Columbia schools (except for two follow-through first-grade rooms at Jefferson and bilingual classes at Winchell) were identified as the Basic Reading and Supplementary Supplies (BRASS) Experimental Group. As described in the narrative description, these schools use the Harper-Row Stated adopted text book method.

First graders at Calwa, Franklin, and Lincoln (except for non-Title I students bussed into Lincoln) were identified as Reading Articulation Program (RAP) Experimental Group. Students in the first three grades at these three schools use the McGraw Hill programmed-reading approach.

One class of first graders at Teilman school (the non-Follow Through classroom) was identified as the Science Research Associates (SRA) Experimental Group. The students in this room used the SRA linguistic materials.

First graders at Kirk school were identified in the Reading Excellence Advanced and Developed (READ) Experimental Group. Although Kirk is involved in a Title III project and is being evaluated separately under Title III, Kirk will be included in the Title I evaluation because this school also receives all Title I services.

Non-Title I first grade students in three schools, Carver, Webster, and Lowell were randomly selected and identified as the Control Group. These three schools also use the BRASS reading approach.

In addition to comparisons that were made among the separate programs of SRA, READ, RAP, BRASS Experimental, and BRASS Control, an additional analysis was completed for the first grade that compared all eight Title I schools with the three non-Title I Control schools.

Stanford Reading Test (SRT). In May 1970 all district students in the second and third grades were given the SRT. These test results were used to compare the gains made by students in each of the Experimental and Control Groups described in the COOP section, and to compare the gains made among the different ethnic groups.

One evaluation design included an analysis of second grade students' scores on the SRT, and another separate design involved third grade student scores on the same test. Because of different scales on the tests given, raw scores were converted to grade placement scores for each of the analyses.

The design involving the second grades included the SRT Test grade placement scores administered in May 1969 as the pretest and May 1970 as the posttest and the design involving the third grade included SRT tests administered in May 1969 as the pretest and May 1970 as the posttest. This included a comparison of test results for students in BRASS Experimental Group, BRASS Control Group, and RAP Experimental Group in one design, and SRA, READ, and BRASS Control Group in the other design.

Of paramount importance is the cumulative or long range effects of the Title I program. To measure this, SAT scores of May 1968, May 1969, and May 1970 were used in three separate analyses.

California Test of Basic Skills (CTBS). Different levels of the CTBS (Fourth grade - Level I, Form Q, and fifth and sixth grade - Level II, Form Q.) were given to each student in the Title I schools and to students in three schools identified as Control schools. These tests were administered in September 1969 and again in May 1970.

The Experimental Group consisted of all fourth, fifth or sixth grade students in the eight Title I schools. St. Alphonsus was not included as the full Language Arts program was not implemented during the 1969-70 school year.

All students in fourth, fifth or sixth grades at the three Control schools (Carver, Webster, and Lowell) were identified as the Control Group.

Non-Standardized Measures

Teacher Questionnaire. In order to determine the extent that the Reading Resource Teacher had applied the individualized approach in the individual school's inservice program, a questionnaire was administered to all teachers in the Title I schools. Thirteen questions on the questionnaire related specifically to the Language Arts inservicing of the teachers. Four of these questions are examined with percentages of responses, and a chi-square test completed to determine if differences in responses were significant. Seven other questions related to the particular text book reading approach used by the teacher. A narrative summary of the results of these questions is included in the results section. (See Item 2 of the Appendix).

Teacher Observation Checklist. The teacher in the classroom was identified as the principle force in which individualized instruction was or was not implemented in the classroom. As was stated in one of the objectives of the component, "Teachers ... will demonstrate their ability to organize their classroom for individualized instruction."

A Teacher Observation checklist was developed in the district to measure the extent and the degree that this objective has been met. (See Item 3 in the Appendix to this section).

Briefly, trained observers were selected to observe teachers in their classrooms for short periods of time and indicate on the checklist whether or not individualized instruction as typlified by twenty statements on the checklist were implemented or not. A more complete description of the instrument and its administration can be found in the evaluation section of the Mathematics Component.

Using a median rating for each teacher to indicate the degree to which the teacher is using individualized instruction, an analysis of variance of rating scores was completed. The teacher mean scores in Title I schools were compared and the difference tested for comparison between the Mathematics scores and the Language Arts score was also tested; and the interaction between these two variables was included in the analysis.

Teacher Questionnaire. In order to assess partially the effectiveness of the program in improving students' attitude towards reading, a teacher's questionnaire included three questions relating to a teacher assessment of her students' attitude. The responses to these questions from the questionnaire are examined and response percentages and a chi-square test completed for each of these three questions. (Item 2 of the Appendix).

Student Attitude Rating Scale. To evaluate further the extent that students' attitudes toward reading were positive as a result of the program, a Student Attitude Rating Scale was administered to students. (See Items 4 and 5 of the Appendix).

The Experimental Group consisted of students randomly selected from each grade level in the Title I schools. The Control Group consisted of randomly selected classrooms of students in the three non-Title I control schools.

The Attitude Rating Scale was administered to the two groups, and a total score was compiled for each student on the Math and Reading Sections. A more thorough description of the instrument and its administration can be found in the Evaluation section of the Mathematics Component.

Comparisons were made between the means of the total scores of Title I and non-Title I students and between each of the six grades. The interactions between these two variables were also included in the analysis.

Results and Discussion

To be consistent within the format organization established in the design section of this component, the Results and Discussion section will also be divided into two parts, Standardized and Non-Standardized measures, and the specific measurement instruments are identified in each part.

Standardized Measures

COOP (First Grade). An analysis of the results of the scaled scores on the COOP first grade test, resulted in no significant differences in means for the three Method Groups of BRASS Control and SRA and READ. The only interpretation which can be made from the analysis is that in May 1970 when the COOP was administered, students in the two Experimental Groups did not have statistically higher scores when compared with each other or when compared with the Control Group. Since no pretest was administered, no base line data was available to compare gains made during the 1969-1970 school year.

In the analysis involving the BRASS Experimental Group, BRASS Control Group and the RAP Experimental Group significant differences did occur. The Method variable was significant, $F(2,693)=11.54$, $P < .001$, the Ethnic variable was significant, $F(2,693)=23.25$, $P < .001$, and the interaction of the Method and Ethnic variables was significant, $F(4,693)=8.14$, $P < .001$.

The BRASS Control Group mean (133.39) was slightly lower than the BRASS Experimental Group mean (133.84) and significantly lower than the RAP Experimental Group mean (134.75).

The Anglo-American Group mean (135.27) was higher than the Mexican-American Group mean (134.03) and than the Negro-American Group mean (133.10). This might be expected as there was no matching on socio-economic level or on aptitude among the three Ethnic Groups.

The means for the three Method Groups interacting with the three Ethnic Groups are shown in Table I.

TABLE I

FIRST GRADE MEANS AND STANDARD DEVIATIONS ON THE COOP ADMINISTERED IN MAY 1970 TO THREE ETHNIC GROUPS RECEIVING THE BRASS EXPERIMENTAL, BRASS CONTROL AND RAP EXPERIMENTAL READING PROGRAMS.

	Anglo-American		Mexican-American		Negro-American	
Methods	Mean	S.D.	Mean	S.D.	Mean	S.D.
BRASS Experimental	135.65	2.82	134.24	3.55	130.40	4.70
BRASS Control	133.74	4.50	133.11	4.41	133.36	4.11
RAP Experimental	136.61	5.01	134.43	5.22	134.14	3.13

As shown, the RAP Experimental Group means are higher than the means for each of the other two methods, whatever ethnic group is examined. The BRASS Control means, on the other hand, are lower than the means for the other two methods for each Ethnic Group, except for the Negro-American Ethnic Group where it is higher than the BRASS Experimental Group.

In the analysis including student COOP scores from all eight Title I schools (St. Alphonsus was not included because it lacked a full augmentation of the Title I program) as the Experimental Group compared with the scores from students in the three non-Title I schools, there were no significant differences. This suggests that although there were significant differences in the means of the three methods as shown in Table I, these differences were not strong enough to cause a significant difference when they were combined with the SRA and READ Method Group scores and compared with the BRASS Control Group.

SRT (Second Grade). In the analysis of results of the SRT grade-equivalent scores for the second grade and including the BRASS Control Group, the SRA Experimental Group and the READ Experimental Group as the Method variables, significant differences occurred among the Method variables, $\underline{F}\ (2,131)=4.98$, $\underline{P} < .01$ with BRASS Control Group mean (18.79) higher than SRA Experimental Group mean (16.12) and READ Experimental Group mean (17.20). There was no significant difference for the interaction of Method and Time-of-Test variables, however, suggesting that the Method variable did not have a significant effect upon gains made from pretest to posttest.

As expected, the analysis also revealed a significant difference in means for Time of Test, $\underline{F}\ (1,131)=149.91$, $\underline{P} < .001$, with posttest mean (20.67) significantly higher than pretest mean (14.78). This pretest to posttest gain is of course expected and although the pretest and posttest means are different in the other analyses of SRT results, the same significant differences consistently occurred with the posttest mean higher than the pretest for all analyses. In order to conserve space these differences will not be reported or discussed in the remainder of the SRT evaluation.

The analysis including the BRASS Experimental Group, the BRASS Control Group, and the RAP Experimental Group as the Method variable resulted in several significant differences. Means among the Ethnic variable were significant F (2,326)=8.78, $P < .001$ with the Anglo-American Group mean (19.68) slightly higher than the Mexican-American Group mean (19.04) and higher than the Negro-American Group mean (17.42). The Anglo-American Group mean gain (pretest M=15.88 vs. posttest M=23.49) was slightly higher than the mean gain for Mexican-American Group (pretest M=15.59 vs. posttest M=22.49) and significantly higher than the mean gain for Negro-Americans (pretest M=15.04 vs. posttest M=19.90).

Even though the mean gain from pretest to posttest for Ethnic groups was significantly different, caution should be exercised in interpreting the results, as no matching among the Ethnic groups was used in this or any other analyses in the Language Arts Evaluation. This significant high-to-low rank order or means and of mean gains for Anglo-American, Mexican-American, and Negro-American Ethnic groups, respectively, was found in each of the analyses of the SRT and CTBS and to conserve space will not be reported in the rest of the analyses.

Once again, there were no significant differences in means for the Method variables or for the Method by Time-of-Test interactions.

No significant differences were shown for the Method variable in the analysis in which all student scores for the eight schools were compared with the scores for students in the three Control schools. Thus, the gain made from pretest to posttest by second-grade students in the Experimental Method Group (or Title I students) was not significantly different from the pretest to posttest gain made by the Control Group (non-Title I students).

(Third Grade). In the third grade analyses of variance comparing the BRASS Control Group, the SRA Experimental Group and the READ Experimental Group, there were no significant differences in means involving the Method variable.

In the analysis including the BRASS Experimental Group, the BRASS Control Group, and the RAP Experimental Group there was a significant difference in the Method variable, F (2,342)=5.44, $P < .005$, with the BRASS Experimental Group mean (26.51) significantly higher than the BRASS Control Group mean (23.72) and the RAP Experimental Group mean (23.65). There was not, however, a significant interaction of Method and Time of Test: the mean gains did not differ significantly from one method to another.

The analysis in which all eight Title I schools were combined as the Experimental Group for comparison with the three non-Title I schools, the interaction of Method and Time-of-Test means was significant, F (2,698)=5.26, $P < .01$. The means for these variables are shown in Table II.

TABLE II
THIRD-GRADE PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR GRADE EQUIVALENT SCORES ON THE SRT FOR THE TITLE I SCHOOLS AND FOR THE NON TITLE I SCHOOLS, ADMINISTERED IN OCTOBER 1968 AND MAY 1970

	Pretest		Posttest	
Methods	Mean	S.D.	Mean	S.D.
Title I (Experimental)	21.94	5.91	28.18	8.04
Non-Title I (Control)	21.44	5.61	26.02	8.62

Table II shows that the means for Title I Experimental Groups were slightly higher than the non-Title I Group on the pretest and on the posttest. This suggests that in the third grade the Title I Experimental program did seem to have a significant positive effect upon reading achievement as measured by the SRT when compared with the non-Title I Control Group.

In the previous analyses involving each of the four Experimental Methods vs. the Control Group, no significant differences were reported. Yet, when the four methods were combined as one Experimental Group and compared with the Control Group there was a significant difference favoring the Experimental Group. This suggests that the mean gains of each of the Experimental Groups, although not significant when compared separately with the Control Group, did contribute to the cumulative mean gain which was significant.

(Second and Third Grade). In the analysis using the May 1968, 1969, and 1970 SRT results to measure the cumulative effects of the BRASS Control Group, SRA Experimental Group, and READ Experimental Group, results indicated no important significant differences. Although the interaction of Method and Time-of-Test was not significant, the pretest and posttest means are plotted in Figure 1 for comparative purposes.

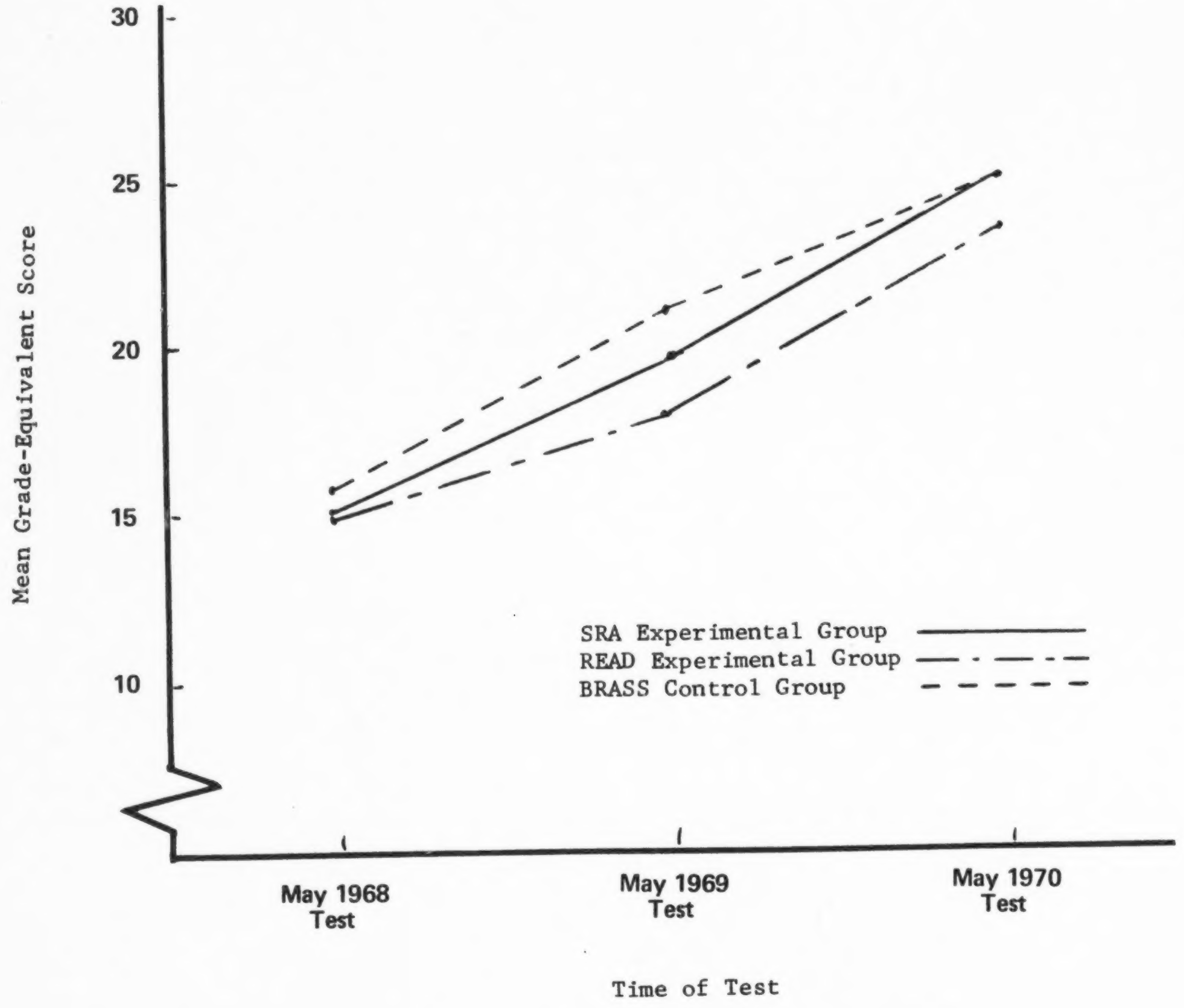

Figure 1. Grade Equivalent means on the SRT for BRASS Control, SRA Experimental, and READ Experimental Groups.

As shown in Figure 1, the effects of the two Experimental Groups on mean gain as compared to the Control Group in the first year (May 1968-May 1969) is slightly different than in the second year (May 1969-May 1970).

A summary of the results of the analysis of variance including the BRASS Experimental Group, BRASS Control Group and RAP Experimental Group is included in Table III.

TABLE III
ANALYSIS OF VARIANCE OF GRADE EQUIVALENT SCORES ON THE STANFORD READING TEST ADMINISTERED IN MAY 1968, MAY 1969, AND MAY 1970, FOR THE BRASS EXPERIMENTAL, BRASS CONTROL AND RAP EXPERIMENTAL GROUPS.

Source	df	MS	F
Between Students	350		
Method	1	117.32	1.57
Ethnic Group	2	722.83	9.69***
Method by Ethnic Group	2	161.35	2.16
Error (Between)	345	74.58	
Within Students	702		
Time of Test	2	10,064.19	483.35***
Method by Time of Test	2	109.61	5.26**
Ethnic Group by Time of Test	4	125.03	6.00***
Method by Ethnic Group by Time of Test	4	49.49	2.38*
Error (Within)	690	20.82	

* $\underline{P} < .05$
** $\underline{P} < .01$
*** $\underline{P} < .001$

As reported in Table III, there were a number of statistically significant results. Most of these significant differences were expected and a visual depiction is not necessary. This would include the means for the three Ethnic Groups, the pretest and posttest means, and the means in the interaction of Ethnic and Time of Test. The differences among the means of the Method by Ethnic by Time-of-Test were only marginally significant.

The means for the significant Method by Time-of-Test interaction are shown in Table IV.

TABLE IV
GRADE EQUIVALENT MEANS FOR THE SRT TEST RESULTS OF MAY 1968, MAY 1969, MAY 1970 FOR BRASS EXPERIMENTAL, BRASS CONTROL, AND RAP EXPERIMENTAL GROUPS.

Method	Time of Test May 1968	May 1969	May 1970
BRASS Experimental	16.24	23.18	29.85
BRASS Control	15.97	21.44	26.02
RAP Experimental	14.84	21.01	26.30

In order that the interaction of the Method variable and the Time-of-Test variable can be better seen, these means are plotted in Figure 2 on the next page.

As shown in Figure 2, the mean gains made by the two Experimental Method Groups both increased at a greater rate than did the Control Method Group. The BRASS Experimental Group, for example, on the May 1968 test results showed a mean grade-equivalent score very close to the mean grade-equivalent score for the BRASS Control Group; and two years later the same BRASS Experimental Group mean grade-equivalent score was approximately four months higher than the BRASS Control Group mean.

As both the BRASS Experimental Program and the BRASS Control Program use the same textbook reading approach, it seems that the Title I augmentations enhanced reading achievement. The BRASS approach did seem to have the most pronounced effect among the four Experimental methods.

The analysis of variance where the Method variable consisted of all eight Title I schools as the Experimental Group and three non-Title I schools as the Control Group resulted in the expected significant differences involving the Ethnic and Time-of-Test variables. Also, there was a significant difference as the Method variable interacted with the Time-of-Test variable, $\underline{F}$ (2,690)= 5.26, $\underline{P} < .01$. The means for these variables are plotted in Figure 3.

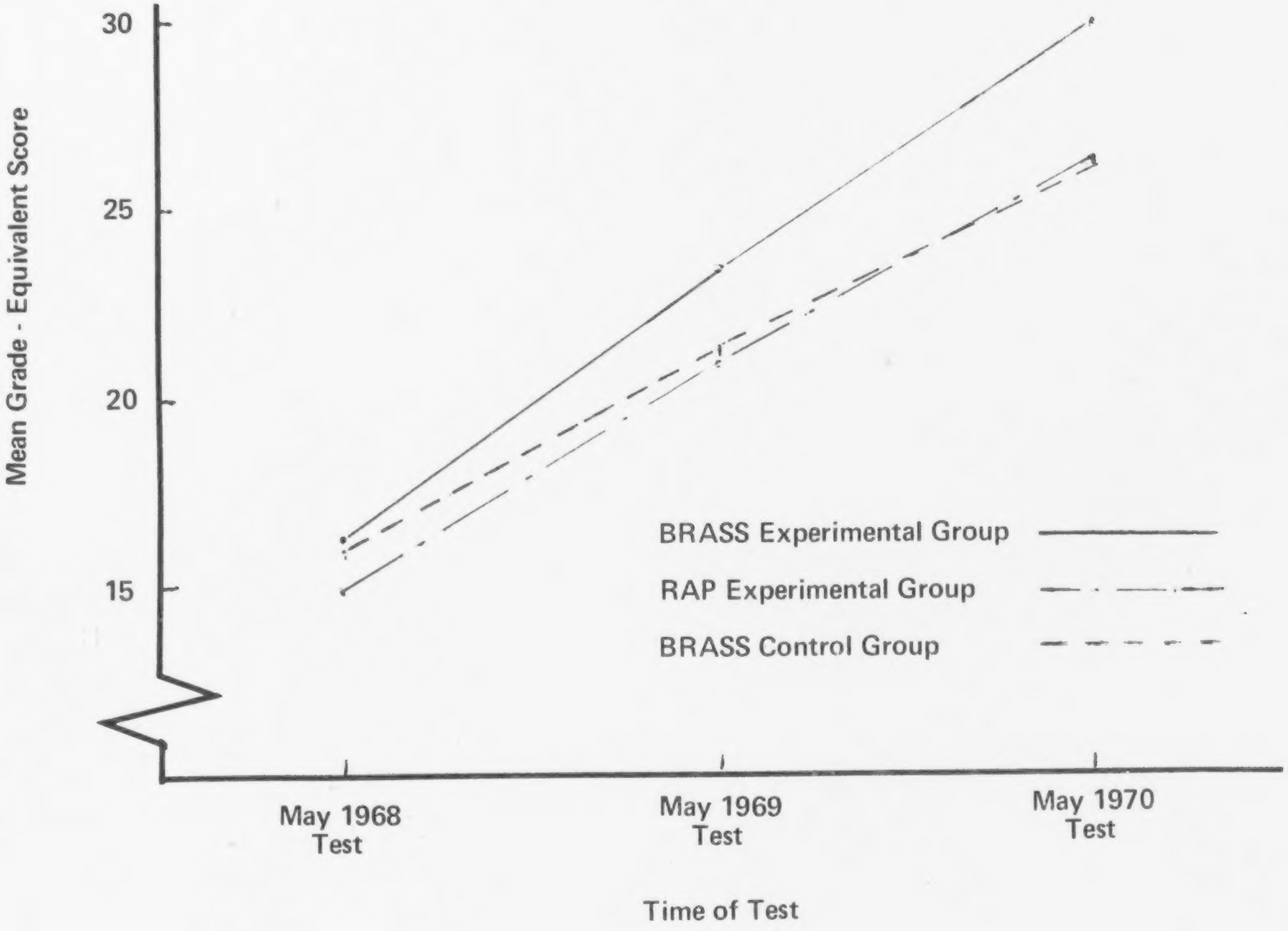

Figure 2. Grade Equivalent means on the SRT for BRASS Experimental, BRASS Control and RAP Experimental Groups.

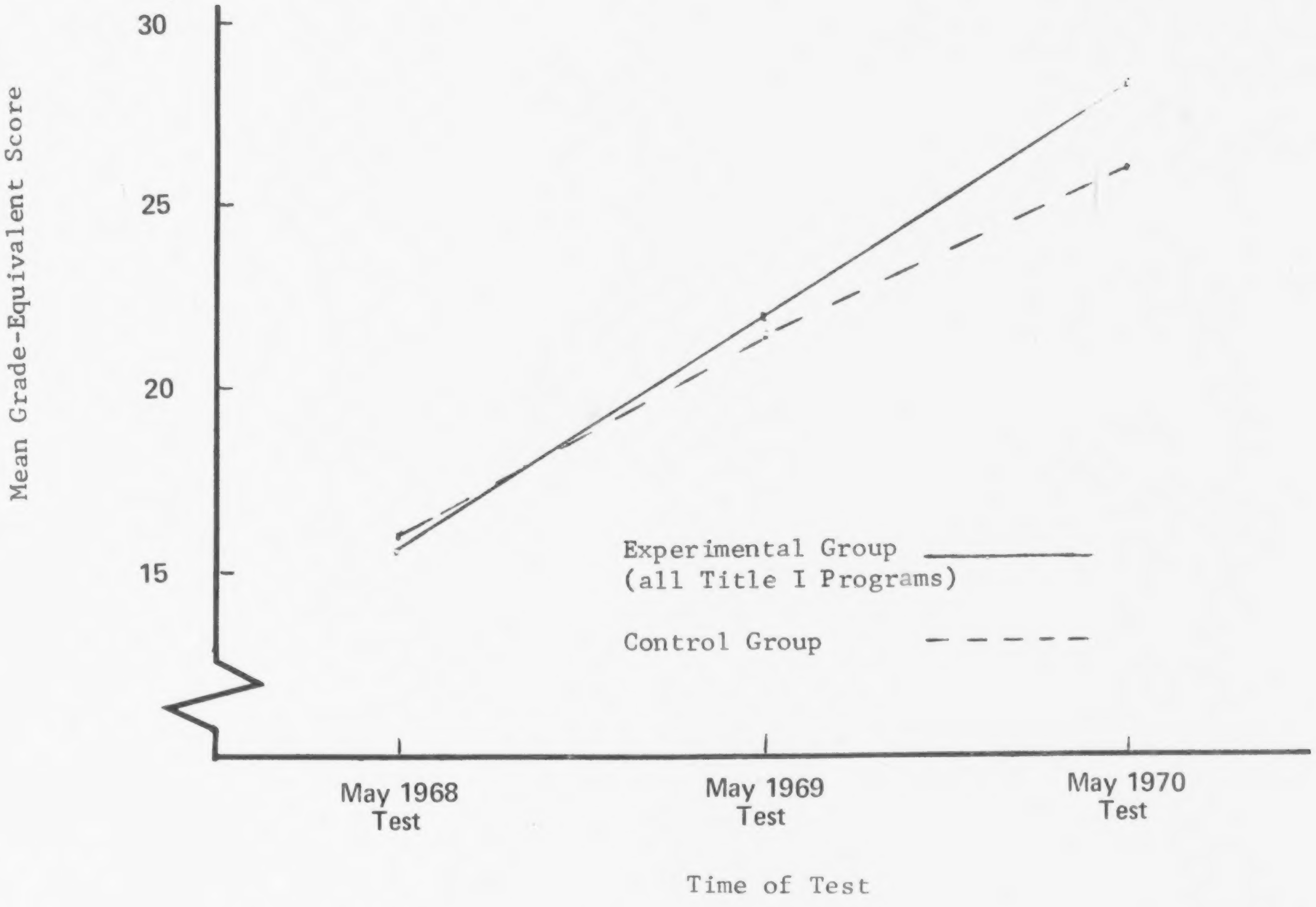

Figure 3. Grade Equivalent means on the SRT for Experimental Group (Title I Schools) and Control Group (non-Title I Schools)

As shown, the Control Group was slightly higher in 1968, slightly lower in 1969, and significantly lower in 1970. Figure 3 also shows that the mean-gain difference increased more rapidly between 1969 and 1970 than between 1968 and 1969.

This suggests that the Title I program, irrespective of Reading approach used, does have a continuing positive effect upon reading achievement over a two year period. It also suggests that the Title I program had a greater impact this year than it did last year.

CTBS. Separate analyses were completed on the scores of the CTBS Language totals, Reading totals, and on each of the five subtest totals for the fourth, fifth, and sixth grade.

(Fourth Grade). In the fourth grade, the analysis of the Reading total scaled scores resulted in a significant difference among the Ethnic groups, F (2,560)=22.80, P $<$.001, with the Anglo-American mean (375.24) higher than the Mexican-American mean (351.05) and the Negro-American mean (327.44). There was also a significant difference for time-of-tests, F (1,560)=240.94, P $<$.001, with the pretest mean (329.16) significantly lower than posttest mean (363.92).

As there was no matching on socio-economic and aptitude variables, the Ethnic Group differences might be expected; and the differences in the pretest and posttest means also were anticipated.

In the analyses of results for each of the five subtests and two total tests and on each grade level, the pretest vs. posttest means were significantly different with the pretest mean significantly lower than the posttest means. The significant high-to-low rank order of group means from Anglo-American to Mexican-American to Negro-American also occurred in each analysis.

The most important finding in the analyses for the fourth grade was a significance difference involving the interaction between the Method and Time-of-Test variables. This significant difference occurred in the analysis of the Reading total results, F (1,560)= 6.99, P $<$.01, and also in an analysis of the Language total results, F (1,560)=9.49, P $<$.005. The means for these variables are found in Table V on the next page.

TABLE V
FOURTH GRADE PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS ON READING AND LANGUAGE TOTAL SCALED SCORES ON THE CTBS ADMINISTERED IN OCTOBER 1969 AND MAY 1970.

Test	Method	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.
Language Total	Experimental	324.17	56.05	370.36	64.48
	Control	325.63	59.93	354.70	67.40
Reading Total	Experimental	328.80	55.49	366.15	65.05
	Control	330.29	54.31	356.95	65.51

As shown in Table V, the means for the Experiment Group on Language and Reading totals are slightly less than for the Control Group on the pretest. On the posttest, the Experimental mean is significantly higher on both tests. In order to visualize better the interaction of the Method and Time-of-Test variables, the means are displayed in Figures 4 and 5 on the next page.

As shown in Figures 4 and 5, the Experimental Group scored slightly lower on the pretest and higher on the posttest than the Control Group. This would suggest that the Experimental method had a positive effect upon the Language and Reading achievement in the fourth grade.

The analysis of the three subtest results for Language and the two subtest results for Reading revealed a significant interaction of the Method and Time-of-Test variables on the Language Experience subtest ($\underline{F}$ (1,560)=8.65, $\underline{P} < .005$), and a similar relationship on Language Mechanics ($\underline{F}$ (1,560)=4.07, $\underline{P} < .05$), Reading Vocabulary ($\underline{F}$ (1,560)=4.21, $\underline{P} < .05$), and Reading Comprehension ($\underline{F}$ (1,560)=5.04, $\underline{P} < .025$). The means of all subtests consistently had Experimental Group means lower on the pretest and higher on the posttest than Control Group means.

This suggests that the Language Arts and/or Reading Skills tested by the Language Experience subtest, the Language Mechanics subtest, and on the Reading Vocabulary and Comprehension subtests seem to have increased the most as a function of the Title I program.

(Fifth Grade). The analysis of the fifth-grade Language and Reading tests total scores resulted in significant differences among the Ethnic Group means, and between the pretest and posttest means. As explained, these differences were expected.

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[2] The Language Spelling subtest Experimental Group had slightly higher means on pretest than on posttest.

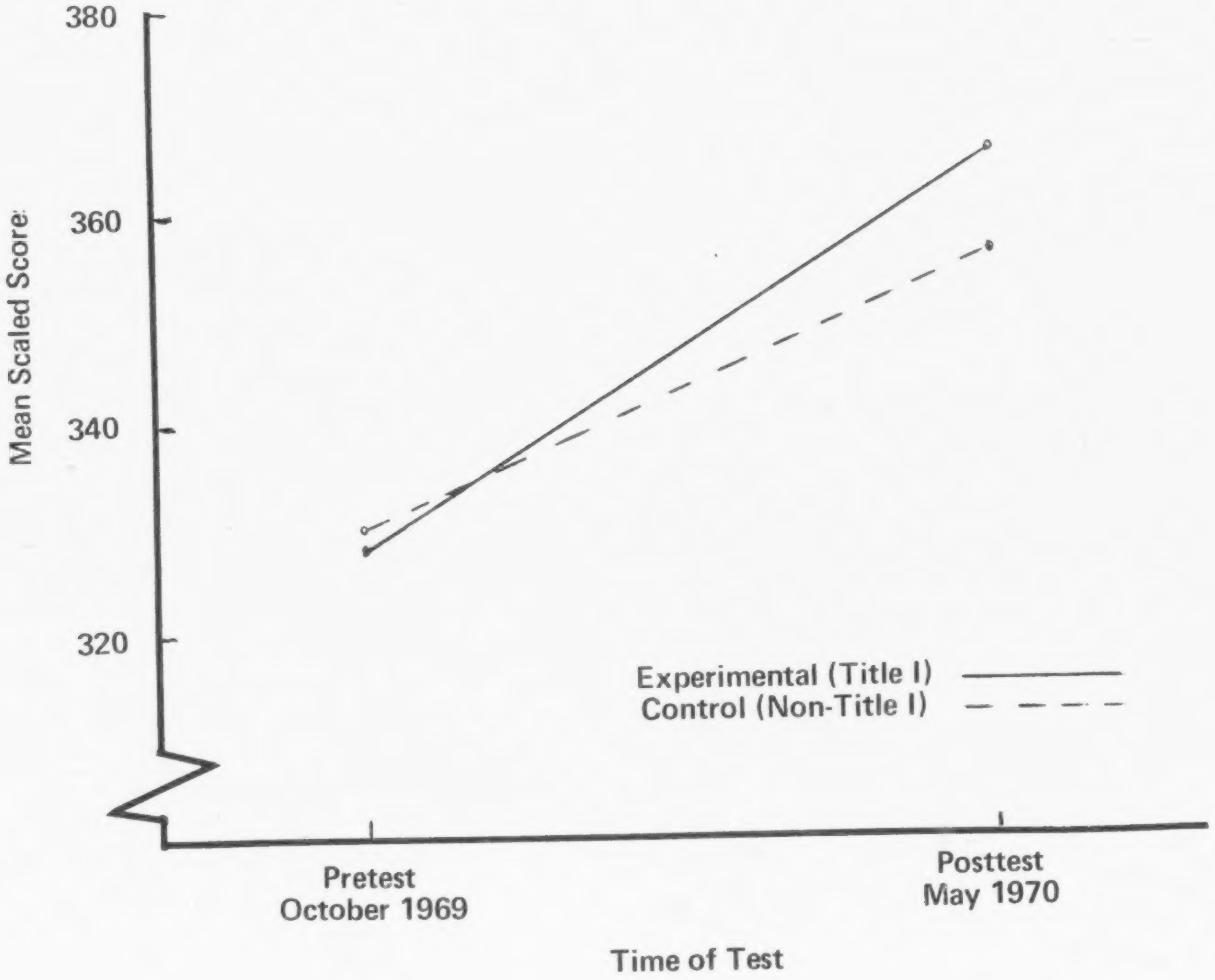

Figure 4. Pretest and posttest means for the CTBS Reading Total Scores in the 4th Grade.

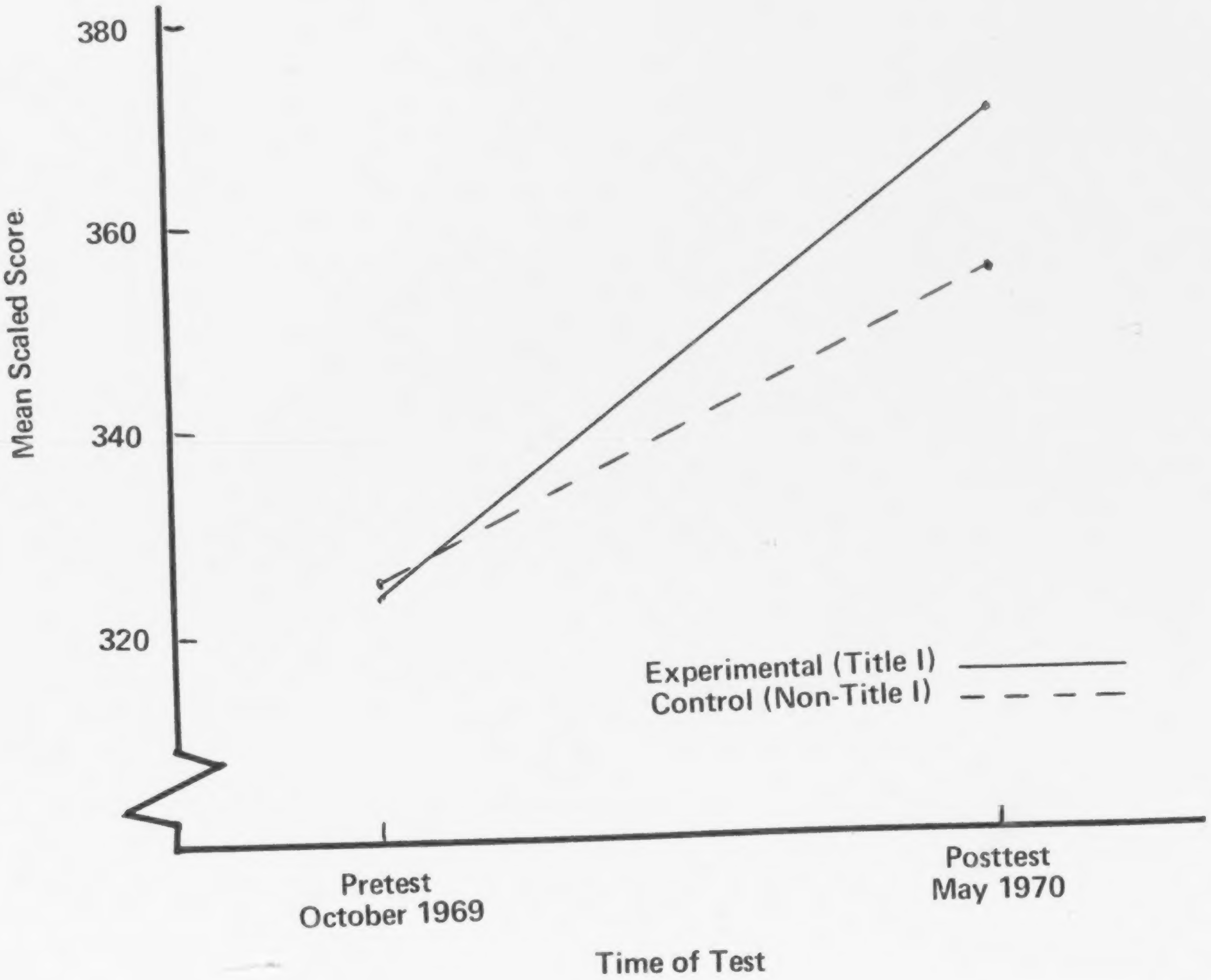

Figure 5. Pretest and posttest means for the CTBS Language Total Scores in the 4th Grade.

The analysis of the Language and Reading total scores also indicated a significant interaction of the Ethnic and Time-of-Test variables, with F (2,612)=11.71, P < .001 for the Language total scaled score, and F (2,612)=14.39, P < .001 for the Reading total scaled score.

The means for each of the Ethnic Groups are presented in Table VI.

TABLE VI
FIFTH-GRADE PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR LANGUAGE AND READING TOTAL SCALED SCORES ON THE CTBS GIVEN IN OCTOBER 1969 AND MAY 1970, FOR ANGLO-AMERICAN, MEXICAN-AMERICANS AND NEGRO-AMERICANS.

CTBS Test	Ethnic Group	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.
Language	Anglo-American	377.63	68.66	445.61	74.55
	Mexican-American	376.56	58.26	416.88	62.49
	Negro-American	364.93	67.33	381.40	64.06
Reading	Anglo-American	380.43	77.20	452.87	78.91
	Mexican-American	378.40	60.89	406.15	63.24
	Negro-American	370.48	70.92	378.70	61.18

As shown in Table VI, the mean gain for Anglo-Americans was higher than the gain made by Mexican-Americans and by Negro-Americans. The interaction of the Method, Ethnic Group and Time-of-Test variables was not significant.

Also in the fifth grade analyses, there were no significant differences involving Method by Time-of-Test. This suggests that the Title I method did not seem to affect significantly Language Arts or Reading compared to the Control method as measured by the CTBS.

(Sixth Grade). In the sixth grade, the analysis of the Reading total scores resulted in no significant difference involving the Method variable suggesting that the Experimental method did not have a significant effect upon sixth grade reading.

In the analysis of the sixth-grade Language total scores the results indicated a marginally significant Method by Time-of-Test interaction, F (1,666)=5.38, P <.025, along with a similar finding on the Language Expression subtest.

The means for the Language total test and Language-Expression subtest are shown in Table VII.

TABLE VII
SIXTH GRADE PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS ON THE LANGUAGE TOTAL TEST AND THE LANGUAGE EXPRESSION SUBTEST OF THE OF THE CTBS ADMINISTERED IN OCTOBER 1969 AND MAY 1970.

Test	Method	Pretest		Posttest	
		Mean	S.D.	Mean	S.D.
Language Total	Experimental	414.87	65.53	440.71	68.37
	Control	412.11	73.13	430.08	76.60
Language Expression	Experimental	440.17	70.03	464.89	73.33
	Control	442.54	73.20	454.52	80.50

The means of Table VII are presented also in Figures 6 and 7.

Since the interaction of Method and Time-of-Test was not significant for the other two Language subtests, it appears that variation on Language Expression is primarily responsible for the significant interaction for Language Total scores.

Since there were no significant differences involving the Method variable on any of the Reading tests, it would appear that the Title I method did not affect reading ability more than did the Control method.

A reexamination of the SRT results suggests that although none of the four Experimental school textbook approaches seems to have made a significant difference when compared with the Control Group, the combined effect of the Title I program can have a positive effect, as shown in the third-grade analysis. The results also suggest that Title I has a more significant positive affect in a two year comparison than in a one year comparison.

CTBS results revealed that Language and Reading abilities improved significantly for Title I students when compared with Control students. The Title I program did not seem to make a significant difference in the fifth grade; but in the sixth grade, the Title I gains in Language were significantly greater than the Control gains in Language ability.

It is possible that the earlier-grade students might, because of less rigid attitudes and fewer frustrations, benefit more from the Title I reading program.

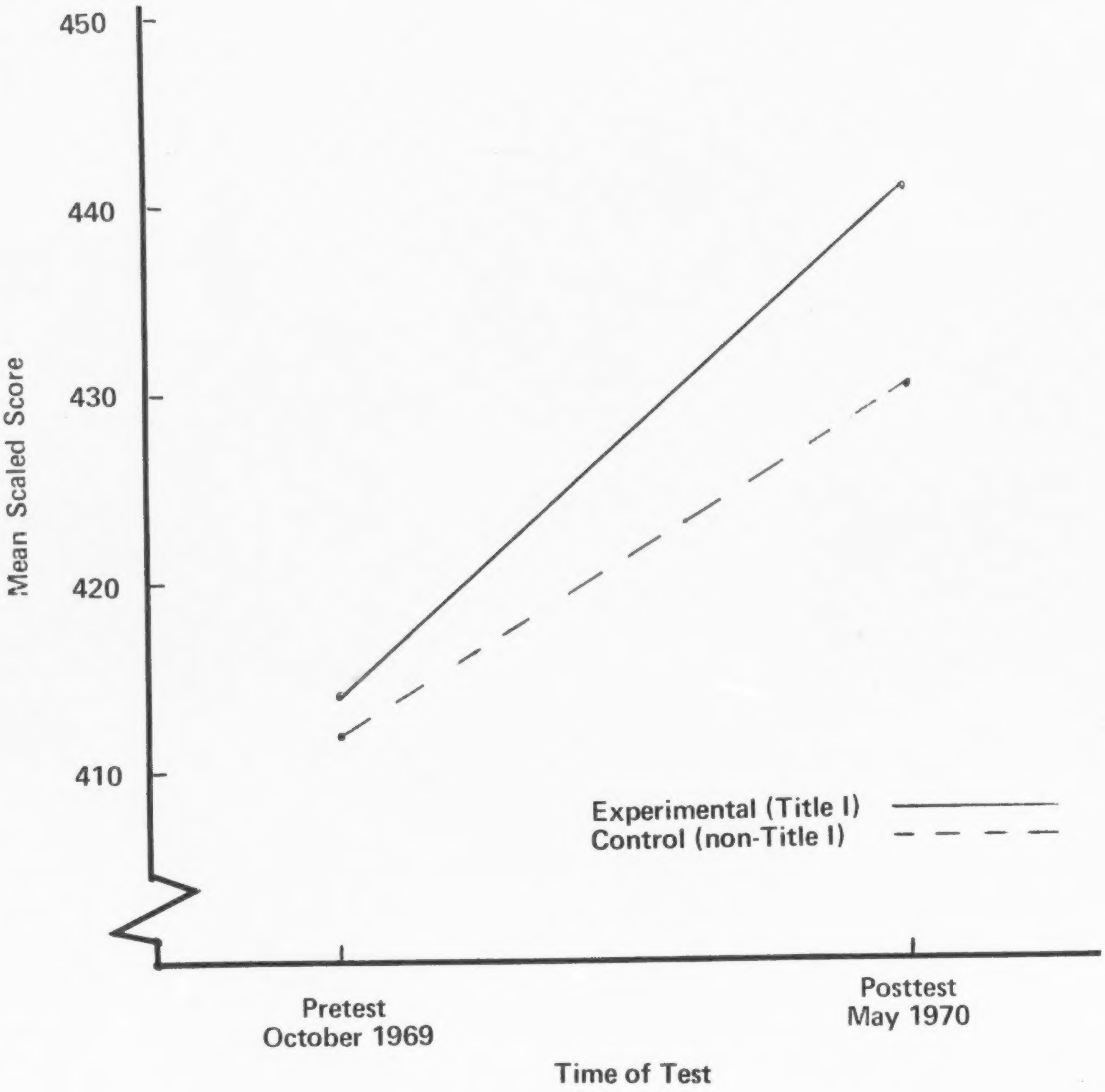

Figure 6. Pretest and posttest means on the CTBS Language Total for the 6th Grade.

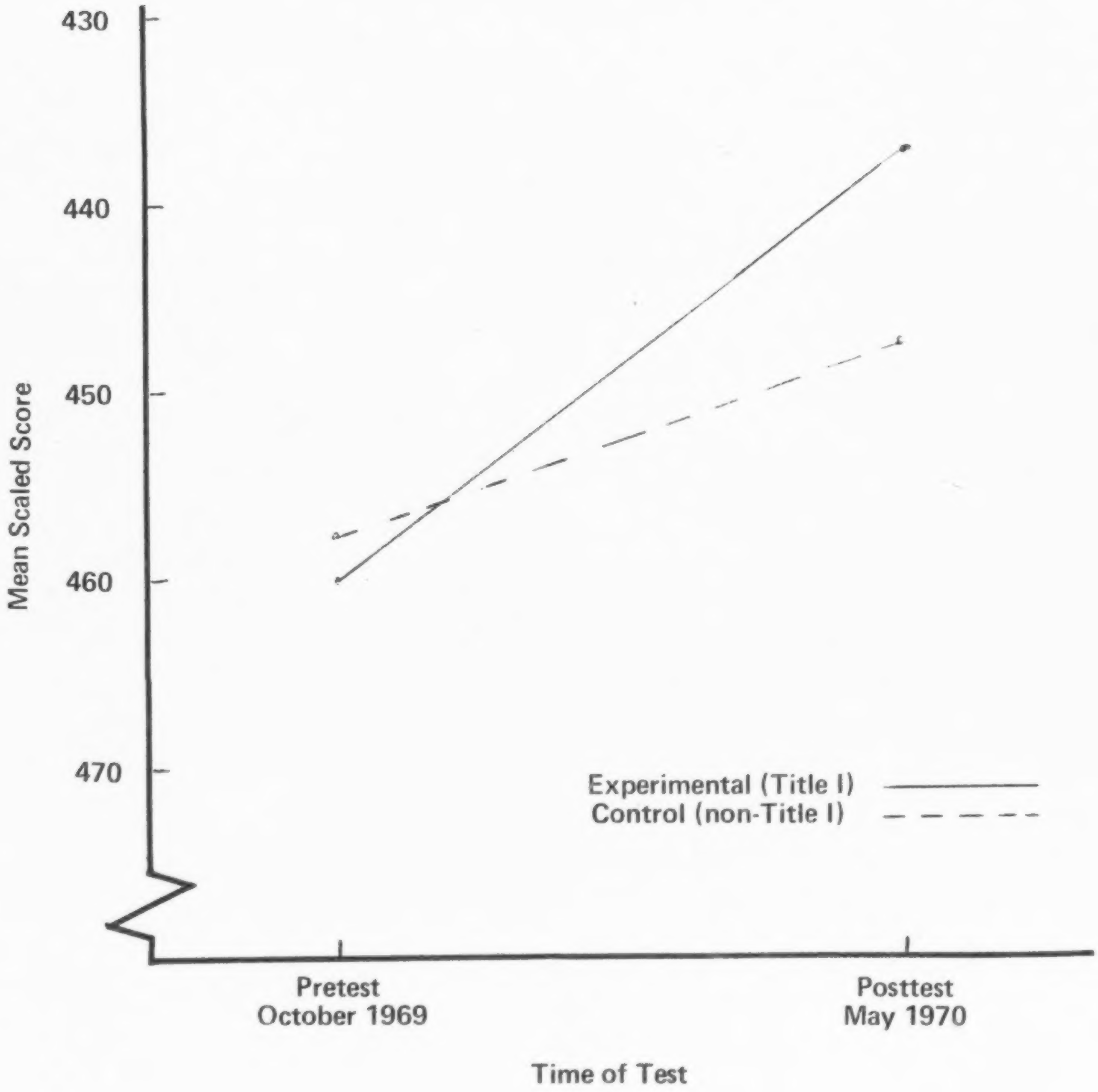

Figure 7. Pretest and posttest means on the CTBS Language Experience Subtest for the 6th Grade.

Non-Standardized Measures

Teacher Questionnaire. One of the questions on the extent to which Reading Resource Teachers had applied the individualized approach was, "To what degree do you feel that the Reading Resource Teacher has been a help to you personally this year?" On this question 86 percent responded they were either of considerable or some help, and 14 percent said they were very little or no help. This difference in responses was significant, $\underline{P} < .01$.

On another question, "To what degree has the Reading Resource Teacher directly helped students in your class this year?", significant differences in responses, ($\underline{P} < .01$), occurred with 71 percent answering that they were of considerable or of some help, and 29 percent said they were of very little or no help.

"To what degree has the Reading Resource Teacher been available when you have needed her?" On this question 77 percent of the teachers responded the Reading Resource teacher was either always available or available most of the time, whereas 23 percent answered that she was either frequently not available or never available. This difference between the response was significant $\underline{P} < .01$.

In response to the question, "To what degree has the Reading Resource Teacher made a difference in the way you taught reading this year as opposed to last year?", there was no significant difference between the 51 percent of the teachers who answered that the Resource Teacher was a major positive influence and the 49 percent who stated that they were either a minor positive influence, no influence, or a negative influence.

The responses to the questions examined above along with the other questions from the questionnaire suggest that the teachers generally felt that the Reading Resource Teacher was a positive element in individualizing instruction.

Of those teachers who primarily used the Harper and Row textbook and were the BRASS Experimental Group, 17 percent rated the overall effectiveness of the reading material as very effective, 20 percent rated it partially effective and 33 percent either did not respond or rated it in more than one category. Thirteen percent of these teachers felt that the reading material was most effective with lower ability students, 29 percent responded with average ability, 11 percent with high ability and 47 either did not respond or responded in multiple categories. These same teachers responded to a question related to the effectiveness of the reading material for disadvantaged children with 37 percent saying yes, 11 percent answering no with 51 percent not responding or responding more than once.

Those who primarily use the McGraw-Hill textbook and were the RAP Experimental Group responded to the same three questions described above. Twenty-four percent said the materials were very effective, 44 percent said they were partially effective, 4 percent answered they were partially ineffective and 28 percent did not respond. Twenty-four percent rated the materials most effective with low ability students, 24 percent with average ability, 24 for high ability and 28 percent did not respond. When asked if the materials were effective for disadvantaged children, 56 percent said yes, 12 percent said no, and 32 percent did not respond.

Those Kirk teachers who primarily used a multi-text approach identified as the READ Experimental Group rated the effectiveness of reading material as very effective - 50 percent, and partially effective - 50 percent. Twenty-five percent said the materials were most effective with lower ability students, 14 percent said average ability and 62 percent for high ability. Seventy-five percent of the teachers responded yes that the materials were effective for disadvantaged children, and 25 percent indicated it was not effective.

Only three of the Teilman teachers responded as using the SRA materials primarily and were identified as the SRA Experimental Group. Two teachers said the materials were partially effective and the other said it was partially ineffective Two indicated it seemed to be most effective for average ability students and the other said for high ability. Two indicated effectiveness for disadvantaged children and one said it was not.

Teacher Observation Checklist. The analysis of the mean checklist scores resulted in a significant difference between Methods, $\underline{F}$ (1.20)= 16.59, $\underline{P} < .01$. The mean for the Experimental Group (M=8.64) was significantly higher than the Control Group mean (M=3.83).

Using the analysis of the Content variable, a significant difference, $\underline{F}$ (1.1)=8.16, $\underline{P} < .01$, occurred in the results. The means for Reading (M=10.79) were significantly higher than the mean for Mathematics (M=3.86).

The findings, of course, must be viewed cautiously due to the pilot nature of the observation instrument. Also, there was no pretest observation; and sample size (eighteen in the Experimental Group and four in the Control Group) was small. However, the results did suggest that the Experimental Group teachers were observed individualizing instruction significantly more than the Control Group teachers, and that Reading individualization was significantly higher than was observed for Mathematics.

Teacher Questionnaire. To the question, "Do you have more reading materials of a wider interest and ability level available for your students' use than you had last year?", 86 percent of the teachers responded yes and 14 percent responded no; of course, this was significant $\underline{P} < .001$.

In response to the question, "Have students read these materials on their own initiative to a greater extent than last year?", a significantly higher number (N=98) of teachers answered yes than those that answered no (N=30), $\underline{P} < .001$.

When the teachers were asked to rate their students' attitudes toward reading compared to their students last year, 36 percent responded that this year's students liked reading much better, 39 percent responded that they liked it somewhat better, 22 percent answered that they liked it about the same, and 4 percent said that this year's students liked it less.

Student Attitude Rating Scale. The only significant difference in the analysis of the first, second, and third grade rating scale means was in the means for the Grade variable, $\underline{F}$ (2,457)=12.02, $\underline{P} < .001$. The mean for the third grade (M=8.07) was significantly higher than the second-grade mean (M=7.61) and the first-grade mean (M=7.31). This suggests that students' positive attitudes toward Reading significantly rise from the first to the third grade.

There were no significant differences reported concerning the Method variable.

In the fourth, fifth, and sixth-grade analysis of Rating scale means, there were no significant differences involving the Method variable, the Grade variable, or the interaction of these two variables.

From these analyses, the results suggest that the students' attitudes toward Reading were relatively constant when comparing the Experimental Group with the Control Group. The pattern of attitudinal change from the first to the third grade did not continue from the fourth to the sixth grade.

Caution should be observed when interpreting this data, however. The two Attitude Rating Scales were pilot instruments and no preadministration of the Scales was completed.

Summary

The evaluation of the Language Arts Component of the Title I program consisted of a comprehensive assessment of each of the stated objectives of the component. Standardized and Non-Standardized measurement instruments were used in the evaluation process. Where possible and practical, a Control Group was also given these same measurement instruments so that comparisons could be made with Title I. Standardized tests compared student gains made in Reading and in Language in Title I with gains made by the Control or non-Title I students. An important part of the evaluation was a comparison of the four Reading Methods used in Title I. Comparisons were also made between grades and between ethnic groups. Non-standardized instruments were used in the evaluation process to determine cognitive as well as affective changes that took place in students and teachers during the school year.

Standardized Test results indicated no important difference in reading achievement gain in grades one, two, or three for any one of the four reading approaches used (BRASS, RAP, SRA, READ). Looking at students who have been in the program for two years, however, the BRASS students in the Title I Program did have greater achievement gains than the other three reading methods and than the non-Title I students.

In the comparison of Title I students with non-Title I students, irrespective of the reading method used, the results suggested that in the third grade the Title I students made greater gains than did the Control students. Also, Title I students when compared with Control students over a two year period increased their performance-gain superiority. This suggests that although a particular reading method (textbook approach) did not seem to have a significant positive effect, the Title I program did; and also, this superiority over the Control Group increases after two years in the Title I program.

In the fourth grade, results indicated that the Title I program produced much higher gains during the year than did the Control Program. In the fifth grade, no important differences were found between Title I and non-Title I. In the sixth grade, the only important improvement occurred in Language skills where Title I again was significantly better than Control. These results suggest that the lower grade student possibly being more amenable to change, benefits more from the Title I program.

Results of teacher questionnaires indicated that the teachers strongly felt that the Resource Teacher was a help to them in individualizing instruction. Mixed reactions to questions on specific reading methods suggested that teachers are of varied opinions as to which method is best.

Student attitudes toward reading were assessed from the teacher's view and from student responses. The teachers strongly felt that their students had a better attitude toward reading when compared to last year's students. The students in Title I, on the other hand, did not seem to have any better attitude towards reading than did the students in non-Title I schools at any grade level, when given an attitude rating scale.

Teachers in Title I schools were observed practicing individualized methods in Reading to a much greater extent that did a Control Group of teachers in non-Title I schools.

In conclusion, the following objectives were evaluated and results reported during the 1969-70 school year.

- -- Reading Resource Teachers did apply the individualized approach in their individual school's inservice program.
- -- Classroom teachers in Title I schools did organize their classrooms for individualized instruction in reading.
- -- Generally, Title I students did improve their reading and/or Language achievement scores when compared with Control Groups.
- -- Students in Title I schools seemed to have improved attitudes toward reading according to teachers, but did not differ from those attitudes of the Control students.

It is recommended that studies to determine the long range effects of the program be expanded during the 1970-71 school year. From the results, more stringent examination of the four reading approaches is suggested.

APPENDIX

Items Page

1. Schedule of Inservice Activities 1.32

2. Teacher Questionnaire 1.34

3. Teacher Observation Checklist 1.39

4. Students' Attitude Rating Scale
Reading Gr. K-3 .... 1.40

5. Students' Attitude Rating Scale
Reading Gr. 4-6 .... 1.41

TITLE I LANGUAGE ARTS INSERVICE SCHEDULE

Month	Personnel Attending	Topic Covered	Presented By
September	Reading Resource Teachers	Learning Stations	Title I Coordinator
September	Reading Resource Teachers	Standardized Testing Program	District Evaluator
September	Reading Resource Teachers	Harper Row Testing	Title I Coordinator
September	Reading Resource Teachers	Instructional Aide Training	Title I Coordinator
September	Reading Resource Teachers	Class Profiles	Title I Coordinator
September	Reading Resource Teachers	Book Ordering District IMC	Title I Coordinator
September	Reading Resource Teachers	Demonstration of Instructional Games	Title I Coordinator
September	Reading Resource Teachers	Preparing Instructional Games	Title I Coordinator
October	Resource Teachers and Principals	Skill Sequence	Dr. Ransom
October	Resource Teachers	External Evaluation Form	Title I Evaluator
October	Resource Teachers	Materials Center Organ.	Title I Coordinator
October	Resource Teachers	Creative Writing	Title I Coordinator
October	Resource Teachers	Vocabulary Presentation Techniques	Title I Coordinator
October	Resource Teachers	Pupil Teacher Reading Conference (Evaluation)	Title I Coordinator
October	Resource Teachers	Language Skills	Title I Coordinator
November	Resource Teachers	Classification Cards	Title I Coordinator
November	Resource Teachers	Time-Line Title I Activities	Title I Coordinator
November	Resource Teachers and Principals	Components of a good reading program	Dr. Ransom
December	Teachers and Resource Teachers	Use of BRL Materials	BRL Consultant
December	Resource Teachers	Diagnostic Tests	Dr. Ransom
December	Teachers and Resource Teachers	Development of Material	Title I Coordinator
January	Resource Teachers	Diagnostic Testing	Title I Coordinator

Month	Personnel Attending	Topic Covered	Presented By
January	Resource Teachers	Profiling - Prescription	Title I Coordinator
January	K-2 Teachers and Resource Teachers	Workshop Ransom Sequence	Title I Coordinator
February	Resource Teachers	Group Profiling	Title I Coordinator
February	Resource Teachers	Prescriptive Material Organization	Title I Coordinator
February	K-2 Teachers and Resource Teachers	Workshop Ransom Sequence	Title I Coordinator
February	Resource Teachers	Aide Inservice	Title I Coordinator
March	Resource Teachers	Exercises for standardized testing format.	Title I Coordinator
March	K-2 Teachers and Resource Teachers	Diagnosing-Profiling Classroom Organization	Dr. Ransom
April	Teachers and Resource Teachers	Development of Materials	Title I Coordinator
April	Resource Teachers	Selecting Commercial Materials - Coding to Sequence	Title I Coordinator
May	Resource Teachers	Planning Summer Inservice for Teachers and Aides	Title I Coordinator

Item 2

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

TEACHER QUESTIONNAIRE

1. What is your present school assignment?

Winchell	Columbia	Jefferson	Teilman	Franklin	Lincoln	Calwa	Kirk	
27	18	21	10	23	26	30	17	-- 172

2. What is your grade level assignment? Kindergarten 25 1-3 76 4-6 71

3. How many years have you been teaching?

1 year 15 2-3 years 33 4-8 years 60 More than 9 years 63

4. Did you teach at the same school last year? Yes 133 No 35

5. Have you been involved in an EPDA program at your school? Yes 49 No 92

6. Has the formal inservice program relating to reading at your school been on a regularly scheduled basis? Yes 139 No 25

7. How many formal inservice meetings would you estimate you have had this year devoted primarily to reading?

None 0 1-5 18 6-10 43 More than 10 97

8. Please check the types of inservice activities which were given during this year's formal and/or informal reading inservice program:

110 a. Philosophy of individualized reading instruction
153 b. Learning centers (stations) and/or other small group instruction
114 c. Test interpretation for diagnostic purposes
74 d. Diagnostic test development
150 e. Individual and/or class profiles
124 f. Use of prescriptive materials, multi-media devices
115 g. Classroom organization for individualizing
134 h. Independent activities for students
15 i. Other

9. Please check those activities which the Reading Resource Teacher has helped you implement in your classroom:

117 a. Learning centers (stations)
59 b. Flexible grouping
91 c. Students working independently
59 d. Opportunity for student selection of activities
38 e. Lesson planning for individuals
98 f. Use of placement tests
94 g. Use of diagnostic tests
84 h. Utilization of Instructional Aides for individual student help
132 i. Profiles on each student
117 j. Use of prescriptive materials
102 k. Diagnostic testing of new students
16 l. Other

10. To what degree do you feel that the Reading Resource Teacher has been a help to you personally this year?

Considerable help 89 Some help 50 Very little help 15 No help 5

11. How many times would you estimate you have requested help from the Reading Resource Teacher during the year?

None 1 1-5 39 6-20 80 21-40 28 More than 40 12

12. What kind of additional help from the Reading Resource Teacher would you like next year:
    73 a. Individual work with students in the classroom
    92 b. Individual work with students out of the classroom
    56 c. Working with you, the teacher, on an individual basis
    24 d. Large group inservicing of teachers
    101 e. Supplying additional materials, equipment, or supplies
    76 f. Group work with students in the classroom
    53 g. Large group demonstrations in the classroom
    17 h. Other

13. To what degree has the Reading Resource Teacher directly helped students in your class this year?

    Considerable help 42 Some help 70 Very little help 28 No help 18

14. To what degree has the Reading Resource Teacher been available when you have needed her?

24	98	35	1
Always available	Available most of the time	Frequently not available	Never available

15. To what degree has the Reading Resource Teacher made the difference in the way you taught reading this year as opposed to last year?

75	51	19	0
A major positive influence	A minor positive influence	No influence	Negative influence

16. In what way has the Reading Resource Teacher been the most helpful to you this year?

17. In what way has the Reading Resource Teacher been the least effective this year?

18. What changes would you like to see in the role of the Reading Resource Teacher for next year?

19. Primarily, what reading materials did you use this year?

70	25	35	33	32	1
Harper and Row	McGraw Hill	Multi-text	SRA	BRL	McMillan

20. Did you use the above indicated materials exclusively? Yes 41 No 108

21. How would you rate the overall effectiveness of the primary reading materials you used this year?

    Very effective 54 Partially effective 93 Partially ineffective 6

22. The primarily used reading materials seemed to be the most effective with which type student?

    Lower ability 57 Average ability 90 High ability 59

23. These primarily used reading materials seemed to be effective for disadvantaged children.

    Yes 108 No 38

24. What did you like about the primary reading materials you used this year?

25. What did you dislike about your primary reading materials?

26. Do you have more reading materials of a wider interest and ability level available for your students' use than you had last year? Yes 115 No 22

27. Have students read these materials on their own initiative to a greater extent than last year? Yes 98 No 30

28. Generally, how would you rate your students' attitude toward reading compared to your students last year?

They like it much better	They like it somewhat better	About the same	They like it less
46	50	28	5

MATHEMATICS

1. Has the formal inservice program related to mathematics at your school been on a regularly scheduled basis? Yes 126 No 23

2. How many formal inservice meetings would you estimate you have had this year devoted primarily to mathematics?

None 1 1-5 22 6-10 48 More than 10 79

3. Please check the types of inservice activities which were covered during this year's formal and/or informal mathematics inservice program:

91 a. Philosophy of individualized mathematics instruction
122 b. Learning centers (stations) and/or other small group instruction
89 c. Test interpretation for diagnostic purposes
69 d. Diagnostic test development
80 e. Individual and/or class profiles
108 f. Use of prescriptive materials, multi-media devices
73 g. Classroom organization for individualizing
128 h. Independent activities for students
98 i. Mathematics content or specific mathematics concepts
82 j. Use of mathematics lab
13 k. Other

4. Please check those activities which the Math Resource Teacher has helped you implement in your classroom:

94 a. Math learning centers (stations)
48 b. Flexible grouping
85 c. Students working independently
52 d. Opportunity for student selection of activities
32 e. Lesson planning for individuals
61 f. Use of placement tests
65 g. Use of diagnostic tests
(Continued)

4. (Continued)

84 h. Utilization of Instructional Aides for individual student help
62 i. Mathematics profiles for each student
81 j. Use of prescriptive materials (materials, devices tied to learner needs)
23 k. Diagnostic testing of new students
6 l. Other

5. To what degree do you feel that the Math Resource Teacher has been a help to you this year?

Considerable help 62 Some help 66 Very little help 25 No help 5

6. How many times would you estimate you have gone to the Math Resource Teacher for help during the year?

None 5 1-5 51 6-20 72 21-40 19 Over 40 5

7. What kind of additional help from the Math Resource Teacher would you like next year?

97 a. Individual work with students out of the classroom
53 b. Working with you, the teacher, on an individual basis
33 c. Large group inservicing of teachers
97 d. Supplying additional materials, equipment and supplies
88 e. Group work with students in the classroom
80 f. Individual work with students in the classroom
71 g. Large group demonstrations in the classroom
10 h. Other

8. To what degree has the Math Resource Teacher directly helped students in your class this year?

Considerable help 43 Some help 60 Very little help 42 No help 11

9. To what degree has the Math Resource Teacher been available when you have needed her?

25	93	31	0
Always available	Available most of the time	Frequently not available	Never available

10. To what degree has the Math Resource Teacher made the difference in the way you taught mathematics this year as opposed to last year?

59	63	22	0
A major influence	A minor positive influence	No influence	A negative influence

11. In what way has the Math Resource Teacher been the most helpful to you this year?

12. In what way has the Math Resource Teacher been the least effective this year?

13. What changes would you like to see in the role of the Math Resource Teacher next year?

14. Do you have mathematic manipulative devices, drill and practice kits, tapes and other mathematical devices such as games, etc. available for student use in your classroom?

Yes 143 No 6

15. Generally, do your students enjoy working with such devices?

94	52	6	0
Very much so	Yes, somewhat	No, not particularly	No, not at all

16. Generally, how would you rate your students' attitude toward mathematics compared to your class last year?

57	47	27	0
They like it much better	They like it somewhat better	About the same	They like it less

LM:kw
4/29/70

Item 3

TEACHER OBSERVATION CHECKLIST

Observer________________ Date________________ Time____________ Visit #____________

School________________

INSTRUCTIONS: Check (√) yes or no if observed in reading or in math content areas, or check (√) yes or no if teacher indicates existence in reading or in math content areas. Make one check, yes or no, (either observed or teacher indicated) for a statement in the reading content area and/or one in the math content area. Total checks at bottom.

Statements	Reading				Math			
	Observed or		Teacher Indicated		Observed or		Teacher Indicated	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Teacher has lesson plans geared to individuals.								
2. Pre tests are used for placement of individuals.								
3. Diagnostic tests are administered individually for specific learning tasks.								
4. Current profiles on individual students are in existence								
5. Prescriptive materials are tied to identified student deficiencies.								
6. Mastery tests are used at the end of a unit of instruction.								
7. Learning stations are in evidence.								
8. Students are working at different learning station.								
9. Different learning tasks are assigned different individuals at a given time.								
10. There is a teacher schedule or grouping chart indicating movement and flexibility of grouping.								
11. Students are working on a unit using different materials and equipment.								
12. Students are working on a unit using the same material, but at a different level.								
13. Students work for a major portion of the time on a self-directed basis.								
14. There is evidence that students work on individual contracts.								
15. There are indications that students help decide what they want to do.								
16. Pupil teamwork is used.								
17. Teacher uses varied teaching techniques.								
18. Help is usually offered students individually rather than in group settings.								
19. Materials of a wide range of ability levels are accessible to students.								
20. Teacher aides are working with individual students.								
TOTAL								

LM:kw
4/29/70

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

STUDENT'S ATTITUDE RATING SCALE
READING

K - 3 Grades

SUMMARY SHEET	YES	NO
1. Do you like story books?		
2. Do you think reading is fun?		
3. Do you like to listen to stories?		
4. Do you like to answer questions in school?		
5. When your work is done, do you like to look at a book?		
6. Sometimes, do you like to talk to your teacher all by yourself?		
7. Do you listen when people talk to you?		
8. Do you like to tell stories that are funny?		
9. Do you think learning to read is important?		
10. Do we spend too much time reading in our room?		

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

STUDENTS' ATTITUDE RATING SCALE
READING
4 - 6 Grades

1. More school time should be given to reading.

Yes	Maybe so	Maybe nct	No

2. Reading is easy for me.

Yes	Maybe so	Maybe not	No

3. Reading takes too much time.

Yes	Maybe so	Maybe not	No

4. I like to read in my spare time.

Yes	Maybe so	Maybe not	No

5. Time drags in my reading lessons.

Yes	Maybe so	Maybe not	No

6. I feel happy when I am asked to read in class.

Yes	Maybe so	Maybe not	No

7. Learning to read is important.

Yes	Maybe so	Maybe not	No

8. It is easy to get good grades in reading.

Yes	Maybe so	Maybe not	No

9. I am scared when I am asked to read in my class.

Yes	Maybe so	Maybe not	No

10. Reading takes more time than other subjects.

Yes	Maybe so	Maybe not	No

11. I feel sure of myself when I am reading.

Yes	Maybe so	Maybe not	No

12. Reading often makes me angry and upset.

Yes	Maybe so	Maybe not	No

13. I am a good reader.

Yes	Maybe so	Maybe not	No

14. I don't like to read out loud.

Yes	Maybe so	Maybe not	No

15. I feel relaxed when I am reading.

Yes	Maybe so	Maybe not	No

16. Place a check mark in front of the sentence that best tells how you feel about reading.

______ a. Reading is my favorite subject.

______ b. I like reading.

______ c. Reading is all right but I like many other subjects better.

______ d. I don't like reading very much.

______ e. I hate reading.

RH:kw
10-18-69

SECTION 2

MATHEMATICS

ABSTRACT

Each of the objectives of the Mathematics Component were evaluated during the 1969-70 school year. Results from the standardized instruments used in the evaluation were each analyzed to compare the gains made by students in Title I schools with those gains made by students in non-Title I schools but of a similar socio-economic status. Comparisons were also made of gains made between grades. Non-standardized instruments also compared students and teachers in Title I schools with their counterparts in non-Title I schools. Subjective evaluations of affective changes were included in these non-standardized measurements as well as objective appraisals of cognitive achievement gains.

Results from the standardized instruments used indicated that the Title I program produced superior results in grades one, three, and four. It is hypothesized that the second year of the program will extend these gains into grades 2 and 5. This will be examined in next year's evaluation.

Title I students in Kindergarten did not score as high on a district produced test as did the non-Title I students, but because the instrument was not standardized and no pretest was given, caution should be used in making interpretations.

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MATHEMATICS

I. Objectives

A. The Math Resource Teachers will apply the individualized approach stressed in the project inservice program to their individual school's inservice program as measured by a questionnaire administered to teachers at each school.

B. The Math Resource Teachers will demonstrate their comprehension of the tools of individualization as observed by a setting up of a Math Resource Lab and Resource Center consisting of manipulative devices, drill and practice kits, tapes and mathematical devices.

C. Classroom teachers will apply the individualized approach stressed in the Math Inservice program in their classroom as measured by an observation checklist developed in the District.

D. Students will demonstrate increased knowledge of mathematics by showing a gain in performance during the year as measured by standardized tests.

E. Students will respond with greater mathematical interest as a result of the individualized approach as measured by a questionnaire administered to the classroom teacher and by record keeping procedures at each school, and by an attitudinal inventory.

II. Narrative Description

To accomplish the objectives above, the following actions have been taken:

Two Math Resource Teachers were placed in each of the Title I schools with the exceptions of Teilman, which had one, and St. Alphonsus, which did not have any. Basically, the responsibility of these individuals was to inservice the instructional staff on the individualized approach to mathematics.

Friday afternoon inservice meetings were scheduled throughout the year in which Resource Teachers from each of the Title I schools were provided with ideas and materials to be used in their own school's inservice program. Topics for these Friday inservice sessions included:

1. Individualized instruction as it applies to math.
2. Development and use of a skills sequence and student profiles.

3. Use of equipment and materials, including manipulative aides, drill and practice kits, tapes, and other mathematical devices.

4. Setting up learning stations in the individual classrooms.

5. Math tests and other evaluative devices.

6. Math content review.

Outside consultants were called in to help with this program. Dr. Lola May, Math Consultant from Winnetka, Illinois, presented inspirational materials related to the individualized approach to the Resource Teachers in September. Charles Allen from Los Angeles was contracted for four separate occasions during November and December to demonstrate methods and techniques. He worked with regular teachers, students, and Resource Teachers giving demonstration lessons and emphasizing the lab approach to teaching mathematics.

In order to inspire and keep current with math teaching techniques and methods, Math Resource Teachers attended a number of mathematics conferences during the year. These included California Math Council conferences at Asilomar, Anaheim and San Luis Obispo, and a N.C.T.M. Name-of-Site conference in San Diego.

The Resource Teachers used the information gathered at the conferences, from the outside consultants, and from the Friday afternoon inservice meetings to prepare the inservice program at their own schools.

Weekly inservice at the building level was originally scheduled by the Resource Teachers at each school. Because of the demands of other areas (Reading, Guidance, etc.) for the inservice time the Math Resource Teachers held mathematics inservice as frequently as possible, with the building principal determining their frequency.

Individual school staff needs dictated the types of inservice meetings at each school, but general topics which were covered at most schools included the six topics described previously for the Friday afternoon sessions. These inservice meetings were scheduled on a shortened day schedule so that teachers and aides could attend before or after their regular classroom assignment. Aides in many cases were pulled from the classrooms and inserviced by the Resource Teachers.

In addition to the regular inservice program, Math Resource Teachers maintained a lab or Resource Center, did demonstration lessons for the faculty in the classrooms, and worked individually with students and teachers.

The labs or Resource Centers were evident at each of the Title I schools except for St. Alphonsus. Physical limitations restricted some labs to storage and office uses only, however. All of the labs were used as depositories for math devices, math resource teacher office space and where space permitted, instructional areas to work with individual small and large groups of students and/or teachers. In some labs recess, lunch, and/or after-school time was utilized by students who voluntarily came to the lab to play mathematical games, operate the calculators, work with Cuisenaire Rods, Geoboards, drill and practice kits, tapes, and other math manipulative devices.

In conjunction with the Math Labs, Math Learning Stations were set up in the classrooms to help individualize the program. Small groups and individual students would work at the Math Learning Stations using materials supplied from the Math Lab and emphasizing the discovery techniques.

A writing team of Resource Teachers and the Math Coordinator developed a skill sequence and a profile chart during the Christmas vacation. These were distributed to each school and were used to a limited degree by some classroom teachers. Additional diagnostic and prescriptive materials were prepared during the Spring semester for inclusion in the 1970-71 school year.

A Mathematics Content course was provided for Resource Teachers, regular teachers, and classroom aides in the Title I schools. This course offered in the Spring semester and carrying college credit was taught by six secondary math teachers. Two hundred thirty teachers and aides in Title I schools registered for this course. The course covered the content of the State texts adopted for use in California schools beginning the Fall of 1970. Those teachers and aides who completed the course were tested on the math course and the results are described in the Evaluation section of this report.

III. Evaluation

A. Design

The evaluation design for the mathematics component reflects the stated objectives as they are listed at the beginning of the component. Individualized instruction, the overriding emphasis of the program, was evaluated at three implementation levels--Resource Teachers, classroom teachers, and students. Although each of the three levels were evaluated separately, there are obvious dependencies among the three. For example, the effectiveness of the Resource teacher is reflected by the degree of implementation of individualized instruction by the classroom teacher which will in turn be shown in the demonstrated achievement and attitudinal changes in the student.

In order that the overall evaluation design for the mathematics component can be better understood, this section is organized into two parts: Standardized Measures; and Non-Standardized Measures. Within each of the two parts, the measurement instrument will be identified preceeding the description of how it was used in the design.

Standardized Measurements

Stanford Achievement Test (SAT); California Test of Basis Skills (CTBS). The first part of the evaluation deals with a measurement of student gain in performance during the 1969-70 school year as measured by standardized tests.

All students in K-6 in the eight Title I schools (except for St. Alphonsus and Educationally Mentally Retarded - EMR students) were identified as the Experimental Group. St. Alphonsus was excluded because it lacked a complete mathematics program.

The control group consisted of all students, K-6, (except for EMR's) in three non-Title I schools which had students with socio-economic levels similar to those in the Title I schools.

Students in the first grade were given the Arithmetic section of the Stanford Achievement Test, Primary level I, in February and again in May. The pretest was delayed from the customary September or October administration because the publisher recommended that it not be given before the middle of the 1st grade. This limited the time between pre and post test for 1st grade students to only 3 months.

The SAT, Primary Level I, was also administered to all second graders in the experimental and control groups in the last week in September, first week in October and again in the last two weeks in May.

An analysis of variance was completed using the grade-equivalent scores derived from the raw-score totals of the SAT. The two between-student variables were Method (experimental vs. control), and Grade (first vs. second), and one within student variable, Time of Test (pretest vs. posttest).

In grades three, four, five, and six, the California Test of Basic Skills (CTBS) Levels I or II (depending on the grade level) was administered to each of the students in the experimental and control groups in September-October and again in May.

The same variables, Method, Grade, and Time of Test were examined by means of an analysis of variance using scaled scores derived from the total score of the CTBS. Analyses of variance were also completed using the scaled score of CTBS at each grade level

(3, 4, 5, and 6) with one between variation, Method and two within student variables, Time of Test and subtest (Computational, Concepts, and Application). These analyses were used to measure the interactions of Method by subtest, Time of Test by subtest, and Method by Time of Test by subtest at each grade level as well as an analysis of each variable independently.

Non-Standardized Measures

Kindergarten Math Test. After a search of the literature, a Kindergarten Math Test was developed in the district. The Pilot Edition of the test was administered to experimental and control group students in May 1970. The test was individually read to each of the students and a right or wrong answer recorded on a separate answer sheet.

An analysis of variance with a between student variable--Method (Experimental vs. Control) and a within student variable--Content (subparts of the test--sets, numbers, numeration, operations, problem solving, measurement, geometry, graphing) was completed using the raw scores on the pilot math test.

Teacher Questionnaire. Student attitudes on interest toward math as a result of the individualized approach was measured by a teacher questionnaire and by a student attitude rating scale.

In May 1970, questionnaires were distributed to all teachers in the eight Title I schools. Three of the questions on the questionnaire related to student attitude towards math as interpreted by his or her teacher. The percentages of "help" and "no help" responses was reported, and a chi-square test of the differences was completed. (See Item 2 of the Appendix to Section 1).

Student Attitude Rating Scale. To evaluate further the effects of the program upon a student's attitude toward math, a design involving the student's self-appraisal of his math was included.

Two different attitude rating scales for math were developed by the district to be administered to students--one scale for students in grades one through three consisting of ten statements and another scale with fifteen statements for students in grades four through six. On each of the statements the student was to indicate his response on a four point scale (yes, maybe so, maybe not, no). (See Items 1, 2 and 3 in the Appendix).

One classroom at each grade level at each of the Title I schools was randomly identified for the rating scale administration. After the administration of the scale to all students within the classroom, ten students were randomly selected and identified as the experimental group.

In order to get a larger number of students in the control group, all students within one randomly selected classroom at each grade level at the three non-Title I schools were identified as the control group.

A person from the Office of Planning and Research was trained to administer the scale in each of the classrooms. The statements were read to the students by the administrator and the students responded on individual answer sheets. Pictures rather than word descriptions on the first, second and third grade answer sheets, and the use of the overhead projector facilitated the administration procedures and insured the nonverbal emphasis of the scale.

A weighted raw score total of the scale was used in the analyses of variance. Included as sources of variation were School (within the Experimental Group Schools and within the Control Group Schools); Grade (1, 2, 3 or 4, 5, 6) and Method (Experimental vs. Control).

Teacher Observation Checklist. Another of the objectives of the mathematics component was that classroom teachers in the Title I schools would "apply the individualized approach stressed in the math inservice program in their classroom." As was described in the narrative, the key to an individualized program rests with the implementation by the classroom teacher.

To measure the degree that individualized Math and Reading techniques were being implemented in the classroom, a Teacher Observation Checklist was developed in the district. This checklist consisted of twenty statements relating to individualizing instruction, on which an observer would indicate performance or non-performance. (See Item 4 of the Appendix).

Two teachers, one primary and one intermediate were randomly selected at each of the Title I schools and were the experimental group.

One primary and one intermediate teacher at each of the Title I control schools were randomly identified as the Control group. One of these schools was eliminated as a control, however, as the regular teachers were not available for the classroom observation.

Six teachers outside of the Title I schools with an expertise in individualized teaching were selected and volunteered to be given a short preservice training on administering the instrument. This training dealt with the mechanics of administration and a brief examination and clarification as to the meaning of the statements on the checklist.

The trained observers were paired and the two observers were scheduled to visit and observe eight teachers (six Experimental and two Control) in four separate schools. Each teacher was observed separately by each of the two observers for four fifteen minute periods during a week's time. The total observed time for each teacher being one hour by each observer. The observer also was to discuss the observation with the teacher to clarify any of the statements she was unable to observe during the class visit. The exact time of the visit was to be unknown to the teacher.

For the analysis of these observations the mean total of the positive scores (observed yeses' plus the teacher indicated yeses') recorded by the two observers during the week was used.

An analysis of variance was completed using these mean scores. Two variables were included in the analysis--Method (Experimental vs. Control) and Content (Reading and Math).

Teacher Questionnaire. The Math Resource Teachers according to the objectives of the project were to inservice the teachers at each Title I school on the individualized approach. This objective was evaluated through a questionnaire administered to each of the Title I teachers. Four questions related to the degree and effectiveness of this inservicing were examined and the percentages of "help" and "no help" responses reported and a chi-square test of significance completed on the differences. (See Item 2 of the Appendix to Section 1).

Teacher Math Test. A math inservice class for teachers and aides was evaluated by a district-developed math test administered to the participating teacher and aides at the first and last class meeting. One hundred and forty-four teachers and thirty-four aides took both the pre and the posttest.

An analysis of variance was completed using the raw score totals from the test with two within subject variables--Participants (teacher vs. aide) and Time of Test (pretest vs. posttest). (See Item 5 of the Appendix).

B. Results and Discussion

The results and discussion section is divided into two parts, Standardized Measures and Non-Standardized Measures, and each of the two parts are further divided into subparts according to the specific measurement instruments.

Standardized Measures

Standford Achievement Test, Arithmetic (SAT) First and Second Grades

Table I presents the pretest and posttest means of both the first and second grades for both the Title I Schools and the Comparison Group Schools.

TABLE I

Pretest and Posttest Means For The First and Second Grades of Both The Title I Schools And Comparison Group Schools

Method	Grade			
	First Grade		Second Grade	
	Pretest	Posttest	Pretest	Posttest
Experimental Group (Title I Schools)	13.93	18.04	17.20	22.23
Control Group (Non Title I Schools)	14.33	16.97	18.05	24.14

An analysis of variance of these data was computed to determine whether or not there were any significant differences between methods (Title I vs. Comparison), grades (first and second), time of test (pretest vs. posttest), and whether or not there were any significant interactions between these three variables. The summary of this analysis of variance is presented in Table II.

This analysis revealed the expected significant differences between grades. There was not the hoped for significant interaction between method and time of test. It must be pointed out, however, that in this Method x Time of Test analysis the two grades, first and second, were combined. The interaction of Method x Grade x Time of Test was significant, indicating that differences relating to methods were occurring when grade and time of test were considered simultaneously.

In order to isolate the effect that the method difference may have had upon test results when comparing Title I to the

TABLE II

Summary of Analysis of Variance of The Relationship And Interactions Between Method, Grade Level, and Time of Test. The Grades Are One and Two and The Test Used Was The Arithmetic Section of The SAT, Primary I

Source	SS	DF	MS	F	Probability
Between Subjects	69856.8251	1646.			
Method (Title I vs. Comparison)	144.5553	1.	144.5553	4.0857	$p < .05$
Grade (First and Second)	11190.5142	1.	11190.5142	316.2898	$p < .001$
Method X Grade	391.4736	1.	391.4736	11.0646	$p < .001$
Error (Between)	58130.2820	1643.	35.3806		
Within Subjects	29254.5000	1647.			
Time of Test (Pretest-Posttest)	10569.0803	1.	10569.0803	973.6417	$p < .001$
Method X Time of Test	5.6497	1.	5.6497	0.5205	N.S.
Grade X Time of Test	633.8597	1.	633.8597	58.3922	$p < .001$
Method X Grade X Time of Test	210.8081	1.	210.8081	19.4200	$p < .001$
Error (Within)	17835.1022	1643.	10.8552		

Comparison Group of each of the two grade levels, an analysis of variance was done of the mean scores of each grade separately, deleting grade level as a variable. These analyses are presented in Tables III and IV, with Table III summarizing the first grade analysis and Table IV summarizing the second grade analysis.

The analyses of these data found that the gains of the first grade pupils in the Title I program were significantly better than the gains of the pupils in the Comparison Group. No significant difference was found in gains between the Title I and Comparison Groups in the second grade.

Figure 1 depicts the gain scores of both the first and second grades for the Title I and Comparison Groups.

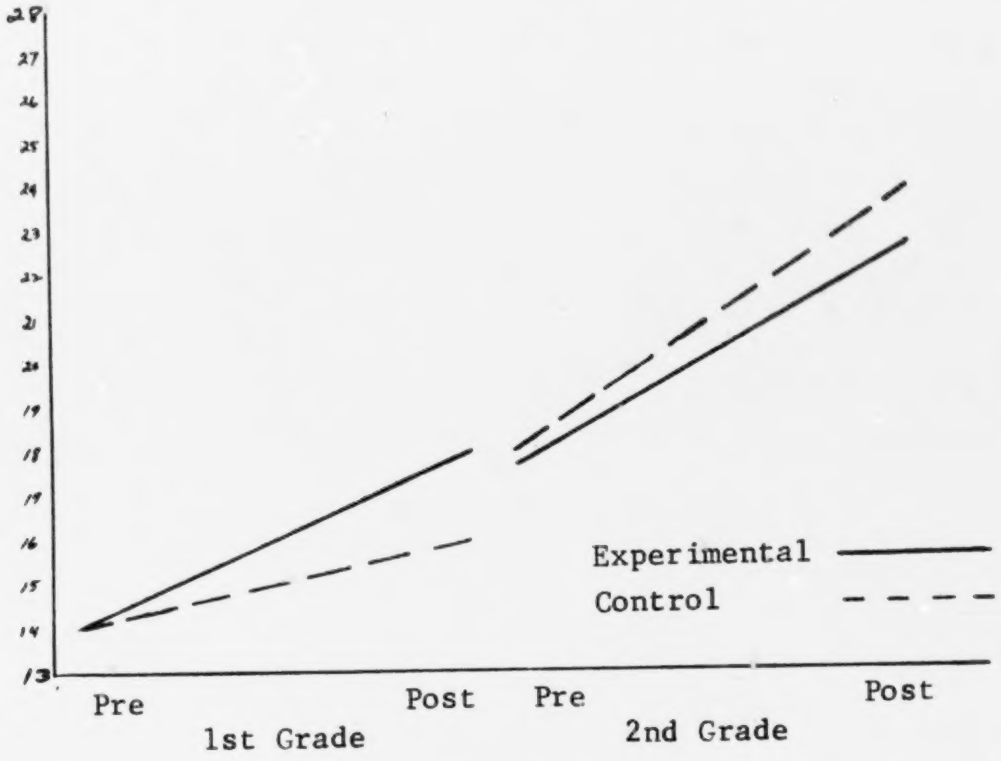


Figure 1. Plot of gains of 1st and 2nd grade pupils in Title I and Comparison Groups. The test used was SAT Arithmetic, administered in a pre - post design and reported in grade equivalents.

As noted above, the gains of the two first grade groups differed significantly, while there was no difference between gains of the two second grade groups.

On the surface it may appear that the Title I program was more effective than the regular program with first grade pupils, but not more effective with second grade pupils. It must be remembered however, that the Title I Math program with its math resource

TABLE III

Summary of Analysis of Variance of First Grade Pretest
and Posttest Mean Scores of SAT Arithmetic

Source	SS	DF	MS	F	Probability
Between Subjects	8959.9099	354.			
Method (Title I vs. Comparison)	47.2377	1.	47.2377	1.8709	N.S.
Subject within Groups (Error - Between)	8912.6722	353.	25.2484		
Within Subjects	3515.5000	355.			
Time of Test (Pretest-Posttest)	1853.8861	1.	1853.8861	405.6141	$p<.001$
Method X Time of Test	68.4549	1.	68.4549	14.9773	$p<.001$
Subject within Groups (Error - Within)	1613.4099	353.	4.5706		

TABLE IV

Summary of Analysis of Variance of Second Grade Pretest and Posttest Mean Scores of SAT Arithmetic

Source	SS	DF	MS	F	Probability
Between Subjects	15583.3961	307.			
Method (Title I vs. Comparison)	82.2249	1.	82.2249	1.6232	N.S.
Subject within Groups (Error - Between)	15501.1712	306.	50.6574		
Within Subjects	9456.0000	308.			
Time of Test (Pretest-Posttest)	4786.4233	1.	4786.4233	316.6175	$p < .001$
Method X Time of Test	49.7992	1.	49.7992	3.2942	N.S.
Subject within Groups (Error - Within)	4625.9151	306.	15.1174		

teachers, and other resources aimed at improving math instruction, was newly introduced in the 1969-70 school year. Obviously then, the second grade pupils in Title I schools had not had special math instruction or emphasis the previous year. It would seem possible that a new approach or emphasis the second year, after a year of traditional math instruction, does not bear immediate fruit, but that the new emphasis in the second grade will result in better gains when it builds upon a previous year of the new program. This question will be answered in the analysis of the 1970-71 results.

California Test of Basic Skills (CTBS) Grades Three, Four, Five, and Six

The first analysis done of these data considered method (Title I vs. Comparison), grade (three, four, five, and six), and time of test (pre vs. post). A summary of this analysis of variance is presented in Table V.

As anticipated, there were significant differences between the pre and post test means and between the grades. In addition to these virtually necessary differences, statistically significant differences were also observed in the interaction between method by time of test, and method by grade by time of test. Considering all grades simultaneously, as in the method by time of test analysis where grades were combined, the Title I group scored better gains than did the Comparison group. As noted above, the interaction between method by grade by time of test was also significant, suggesting a differential program effect upon different grade levels. In order to investigate the possible program effect upon different grade levels, an analysis of variance was then done of the mean scores of each grade level considering method and pre and post test scores as variables.

A summary of the mean pre and post test scores for each grade level will be found in Table VI.

A summary of the analysis of variance for each of grades 3, 4, 5, and 6 will be found in Tables VII, VIII, IX, and X. In these analyses of variance, the variable of crucial interest is the interaction between method and time of test. This measure of difference between the Title I and Comparison groups found that the Title I group posted significantly greater gains than did the Comparison group in grades 3 and 4, and that there was no significant differences between the two groups in grades 5 and 6. The relative gains of the Title I and Comparison groups for grades 3, 4, 5, and 6 is depicted in Figure 2.

Why it is that the Title I program was more effective than the Comparison program in grades 3 and 4, but not 5 and 6 is open to conjecture at this time. Possibly pupils in grades 5 and 6 have developed negative learning patterns and are less responsive to change in teaching methods and learning patterns than younger

TABLE V

A Summary of The Analysis of Variance of The Pretest and Posttest Mean Scores For Grades 3, 4, 5, & 6 of Title I and Comparison Groups. The Scores Reported Are The CTBS Arithmetic Total Expanded Scale Scores.

Source	SS	DF	MS	F	Probability
Between Subjects	17890801.2141	2547.			
Method (Title I vs. Comparison)	87794.6651	1.	87794.6651	19.0396	$p < .001$
Grade (3, 4, 5, & 6)	6088544.2826	3.	2029514.7609	440.1303	$p < .001$
Method X Grade	2094.9261	3.	698.3087	0.1514	
Error (Between)	11712367.3403	2540.	4611.1682		
Within Subjects	4671643.5000	2548.			
Time of Test (Pretest-Posttest)	1143645.1290	1.	1143645.1290	861.9930	$p < .001$
Method X Time of Test	74921.9821	1.	74921.9821	56.4705	$p < .001$
Grade X Time of Test	55484.7685	3.	18494.9228	13.9401	$p < .001$
Method X Grade X Time of Test	27658.8187	3.	9219.6062	6.9490	$p < .001$
Error (Within)	3369932.8017	2540.	1326.7452		

TABLE VI

Summary of Pre and Post Test Mean Scores For Grades 3, 4, 5, and 6. The Test Reported Is The CTBS Arithmetic Total Score, The Score Reported Is The Expanded Scale Score

		3rd Grade		4th Grade		5th Grade		6th Grade	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Comparison	N	152	152	133	133	129	129	162	162
	Mean	291.22	320.22	332.19	360.61	369.40	396.09	406.94	429.67
Title I	N	173	173	146	146	127	127	166	166
	Mean	287.50	349.78	328.90	382.58	373.13	412.59	414.40	439.17

TABLE VII

Summary of Analysis of Variance of Third Grade Pretest and Posttest Mean Scores of CTBS Arithmetic

Source	SS	DF	MS	F	Probability
Between Subjects	913540.3938	324.			
Method (Title I vs. Comparison)	27005.3235	1.	27005.3235	9.8391	$p < .005$
Subject within Groups (Error - Between)	886535.0746	323.	2744.6906		
Within Subjects	570198.0000	325.			
Time of Test (Pretest-Posttest)	337051.1891	1.	337051.1891	637.5468	$p < .001$
Method X Time of Test	44833.1434	1.	44833.1434	84.8038	$p < .001$
Subject within Groups (Error - Within)	170760.0574	323.	528.6689		

TABLE VIII

Summary of Analysis of Variance of Fourth Grade Pretest and Posttest Mean Scores of CTBS Arithmetic

Source	SS	DF	MS	F	Probability
Between Subjects	752382.0466	278.			
Method (Title I vs. Comparison)	12155.0519	1.	12155.0519	4.5485	$p < .05$
Subject within Groups (Error - Between)	740226.9957	277.	2672.2996		
Within Subjects	391248.5000	279.			
Time of Test (Pretest-Posttest)	234556.5110	1.	234556.5110	510.8069	
Method X Time of Test	22199.0749	1.	22199.0749	48.3442	$p < .001$
Subject within Groups (Error - Within)	127195.1455	277.	459.1883		

TABLE IX

Summary of Analysis of Variance of Fifth Grade Pretest and Posttest Mean Scores of CTBS Arithmetic

Source	SS	DF	MS	F	Probability
Between Subjects	840568.9297	255.			
Method (Title I vs. Comparison)	13092.9158	1.	13092.9158	4.0190	$p < .05$
Subject within Groups (Error - Between)	827476.0139	254.	3257.7796		
Within Subjects	680252.0000	256.			
Time of Test (Pretest-Posttest)	140069.6001	1.	140069.6001	66.4531	
Method X Time of Test	5215.4751	1.	5215.4751	2.4744	
Subject within Groups (Error - Within)	535380.3999	254.	2107.7969		

TABLE X

Summary of Analysis of Variance of Sixth Grade Pretest and Posttest Mean Scores of CTBS Arithmetic

Source	SS	DF	MS	F	Probability
Between Subjects	1865724.7561	327.			
Method (Title I vs. Comparison)	11793.1936	1.	11793.1936	2.0737	
Subject within Groups (Error - Between)	1853931.5663	326.	5686.9066		
Within Subjects	230269.0000	328.			
Time of Test (Pretest-Posttest)	92491.0738	1.	92491.0738	219.2900	$p < .001$
Method X Time of Test	169.0139	1.	169.0138	0.4007	
Subject within Groups (Error - Within)	137498.7119	326.	421.7752		

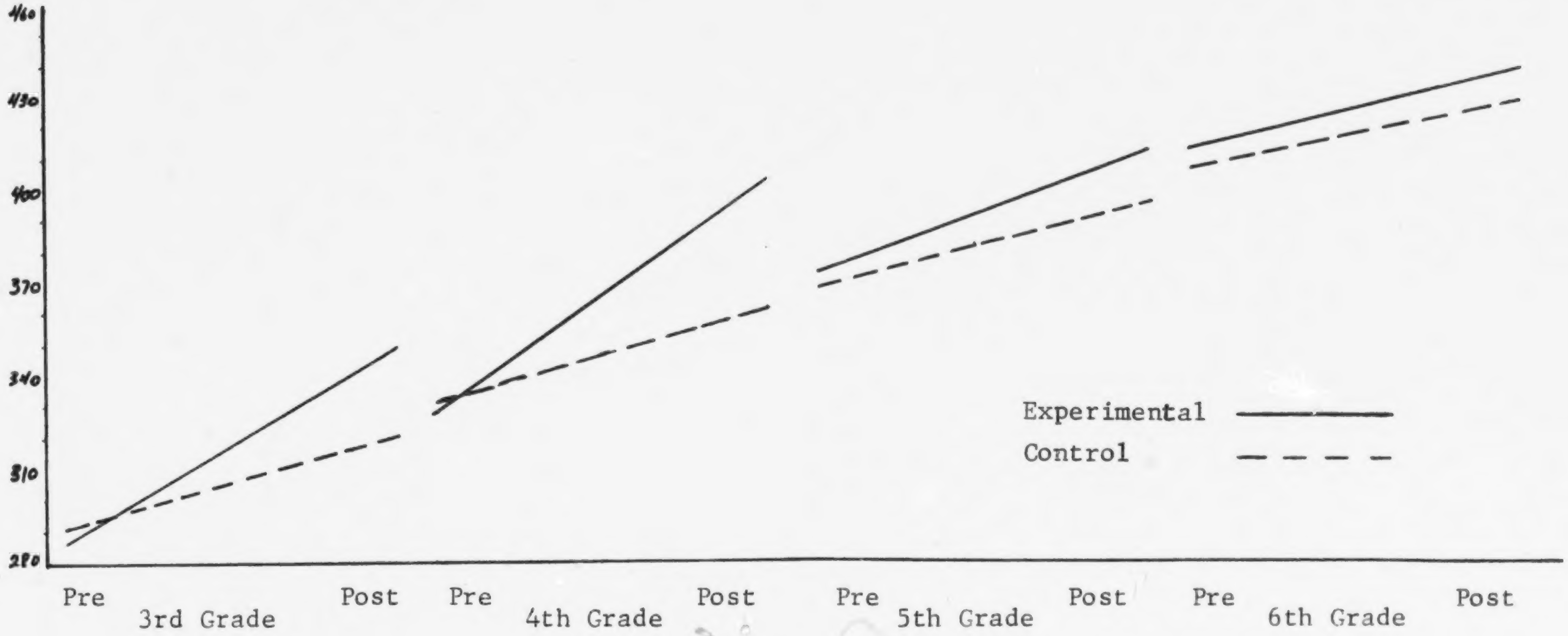


Figure 2. Pre and post test mean scores by grade for grades 3, 4, 5, and 6. Scores plotted are expanded scale scores of the CTBS Arithmetic test.

pupils. This question will have to be investigated next year when more longitudinal data is available on this program.

In summary, the data gathered by the standardized test measure gave no indications of negative effect by the Title I math program. In grades 1, 3, and 4, the Title I pupils had a mean gain that was significantly superior to the mean gain posted by the Comparison group. There was no significant difference in gain between the Title I and Comparison group in grades 2, 5, and 6. The conclusion from the standardized test data analyzed, is that the program has demonstrated good effectiveness in achieving better learning in math and is a program of great promise.

Non-Standardized Measures

Kindergarten Math Test. The analysis of the subtests of the Kindergarten Math Test resulted in significant differences among the Method variable F (1,283) = 27.67 $p < .001$ and among the subparts of the tests of Content variable F (7,1981) = 5076.21 $p < .001$. The interaction of the Method and Content variables was also significant F (7,1981) = 10.29 $p < .001$.

The raw score mean for the Control Group, 4.06, was significantly higher than the mean for the Experimental Group, 3.86. The eight subtests means significantly differed as expected because of different possible raw scores for many of the subtests. For example, a score of ten would be possible on the Geometry subtest, whereas on the Operations subtest three would be the highest score possible.

The Method by Content interaction resulted in higher means for the Control Group on each of the eight subtests except for the measurement subtest where the Experimental mean, 5.46, was slightly higher than the Control mean, 5.37.

Because of the experimental nature of the instrument, the Pilot Edition of the Kindergarten Math Test should not be interpreted as a final measurement for the evaluation of the Title I Math program in Kindergarten, and is included in this report for more descriptive rather than evaluative purposes.

Teacher Questionnaire. One of the questions on the questionnaire was, "Do you have mathematic manipulative devices, drill and practice kits, tapes and other mathematical devices such as games, etc. available for student use in your classroom?" Teachers responded, 95.97 percent "yes" and 4.03 percent "no." This difference was significant $p < .001$. This suggests the existence of such devices in almost all classrooms.

In response to the question, "Generally, do your students enjoy working with such devices?" , 61.94 percent answered "very much so", and the other 38.06 percent indicated either "yes, somewhat", "no, not particularly", or "no, not at all."

The teachers were asked, "Generally, how would you rate your students' attitude toward mathematics compared to your class last year?" Teachers responded, "they like it much better" 42.85 percent, "they like it somewhat better" 35.33 percent, "about the same" 20.30 percent, and 1.52 percent responded that "they liked it less."

It would appear that the teachers in the Title I schools feel that their students have a more positive attitude towards mathematics.

Student Attitude Rating Scale. The analysis of the first, second, and third grade Rating Scale means resulted in a significant difference in the Grades variable F (2,414) = 13.57 $p < .001$. The means for grade one, 6.43, grade two, 6.95, and grade three, 7.46, were significantly different. This result seems to suggest that the student's positive attitude towards math increased as he progressed in school through the third grade.

No significant difference involving Method occurred.

In the fourth, fifth, and sixth grade analysis there was a marginally significant difference involving the interaction of the Method and Grade variables F (2,448) = 3.55 $p < .05$. The means for the fourth grade (Experimental, 41.32, and Control, 41.78) and sixth grade (Experimental, 39.81 and Control, 39.10) were not significantly different, but in the fifth grade the Control Group mean, 44.88, was significantly higher than the Experimental Group, 40.42.

There was also a significant difference in the means between the grades F (2,448) = 5.10 $p < .01$. The means for fourth grade, 41.53, fifth grade, 42.33, and sixth grade, 39.5, once again suggested that student attitude became more positive as they progressed from fourth to fifth grade, but decreased as they reached the end of the sixth grade.

Since the only significant finding from the two analyses involving the Method variable was of a marginal one, it would appear that the Title I program did not have a significant affect upon student attitude. Since there was no Pretest given, however, the interpretation of the results must be taken with caution.

Teacher Observation Checklist. The results of the analysis showed that the mean checklist scores were significantly greater for the Experimental Group mean, 8.64, than for the Control Group mean, 3.83, F (1.20) = 16.59 $p < .01$.

Also included in the analysis, was a comparison of the mean for Reading vs. Mathematics.

The Reading mean checklist mean score,10.79, was significantly greater than the mean score for the Math, 3.86, F (1.1) = 8.16 $p < .01$.

From the results of the analysis, it can be seen that the degree of individualized instruction, as identified by the raw score mean, was significantly higher in Reading than in Math. This might suggest that there is increased emphasis placed on Reading when compared with Math in the schools; difficulties in individualizing Math instruction and/or Teacher reluctance to attempt Math individualization. Also, it would appear that teachers within the Experimental Group significantly differ from the Control Group teachers in both Reading and Math when compared using the Teacher Observation Checklist. This significantly positive difference should be examined with some caution, however. The measurement instrument is of a pilot nature with little field testing for reliability or validity. The administration was not completely standardized, and the number of teachers observed was small (Experimental N=18 and Control N=4).

Teacher Questionnaire. In response to the question, "To what degree do you feel that the Math Resource Teacher has been a help to you this year?", 82.88 percent indicated that they were of considerable or of some help and 17.72 percent said that they were of very little or no help. The difference between these responses was significant $p < .001$.

"To what degree has the Math Resource Teacher directly helped students in your class this year?" On this question, 66.02 percent of the teachers responded that they were of considerable or of some help, and 33.98 percent answered that they were of very little or no help. This difference was also significant $p < .01$.

A question was asked, "To what degree has the Math Resource Teacher been available when you have needed her?", and 72.47 percent of the teachers responded that the Resource Teachers were always available, or available most of the time, and 27.53 percent said that they were frequently not or never available. A significant difference $p < .001$ between these responses was shown.

The teachers were asked, "To what degree has the Math Resource Teacher made the difference in the way you taught mathematics this year as opposed to last year?" The difference in those teachers responding that they were a major influence and those who answered that they were either "a minor positive influence", "no influence", or "a negative influence", was significant $p < .01$; with 40.97 percent saying that they were a major influence and 59.03 saying that they were either a minor positive influence, no influence, or a negative influence.

It would appear that generally the added series provided by the Mathematics Resource Teacher were highly thought of by the classroom teachers.

The Pretest and Posttest means on the Math Content Test for teachers and aides is shown in Table **XI**.

TABLE XI
PRETEST AND POSTTEST MEANS ON THE MATH CONTENT TEST FOR TEACHERS AND AIDES

	Time of Test	
Subjects	Pretest Mean	Posttest Mean
Teachers	70.98	80.40
Aides	50.32	64.47

As shown in Table VII the mean gain for Teachers was less than that of the Aides. This greater gain from Pretest to Posttest for the Aides was statistically significant F (1,176) = 5.85 $p < .025$, as was the difference between the Teachers and Aide mean F (1,176) = 71.61 $p < .001$.

This would suggest that the Math Content course significantly improved Teachers and Aides Math aptitudes as measured by the Math Content Test.

C. Summary

Each of the objectives of the Mathematics Component were evaluated during the 1969-70 school year. Results from the standardized instruments used in the evaluation were each analyzed to compare the gains made by students in Title I schools with those gains made by students in non-Title I schools but of a similar socio-economic status. Comparisons were also made of gains made between grades. Non-standardized instruments also compared students and teachers in Title I schools with their counterparts in non-Title I schools. Subjective evaluations of affective changes were included in these non-standardized measurements as well as objective appraisals of cognitive achievement gains.

Results from the standardized instruments used indicated that the Title I program seemed to produce superior results in grades one, three, and four. This tapering off during the fifth and sixth grade year suggest that the Title I program might make more of an impact on younger students or those who are more susceptible to making educational change. A more precise measure of difference between grades will be possible next year, when students have had two years experience in the program.

Title I students in Kindergarten did not score as high on a district produced test as did the non-Title I students, but because of the non-standardized instrument and that no Pretest was given, caution should be used in making interpretations.

Student attitude towards math was evaluated with mixed results reported. Teachers when questioned about their students felt that there had been considerable positive gains made. No comparison was made with teachers in non-Title I schools, however. Students when asked about their attitudes toward math responded in Title I schools about the same as did the students in non-Title I schools. Caution should be used here as there was no knowledge as to how the two groups compared before the Title I students entered the program.

Teachers generally responded that the Resource teachers were a highly positive influence to individualizing instruction within their classroom. These verbal accolades were reinforced as teachers within Title I schools were observed to have indivdualized their instruction to a much greater degree than did teachers in non-Title I schools.

In conclusion, the Title I program seemed to be successful in meeting most of the objectives of the Mathematics Component in the 1969-70 school year:

- Math Resource Teachers did apply the individualized approach in their own schools Inservice Program as measured by teacher responses to a questionnaire.
- Math Resource Teachers did set up Math Resource Labs in Resource Centers as measured by the narrative description of the Component.
- Generally, classroom teachers in Title I schools did apply the individualized approach in their classroom as measured by a Teacher Observation Checklist and by the teachers questionnaire.
- Generally, students in Title I schools did demonstrate increased knowledge of mathematics compared to the non-Title I students as measured by their performance on Standardized Tests.
- Positive mathematical interest in Title I students did improve according to teachers, but did not differ from non-Title I students when compared on a student attitude inventory.

It is recommended that a longitudinal study be continued during the 1970-71 school year to determine the long-range effects of the program. Special attention should be given to the evaluation of the 1970-71 school year, and to continue to refine many of the non-standardized measurement instruments, their administration and analysis.

APPENDIX

Items — Page

1. Students' Attitude Rating Scale Arithmetic Grades K-1 .... 2.29
2. Students' Attitude Rating Scale Arithmetic Grades 2-3 .... 2.30
3. Students' Attitude Rating Scale Arithmetic Grades 4-6 .... 2.31
4. Teacher Observation Checklist 2.33
5. Elementary Diagnostic Test (Mathematics) 2.34

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

STUDENT'S ATTITUDE RATING SCALE

ARITHMETIC

K - 1 Grades

SUMMARY SHEET	YES	NO
1. Do you like to play number games?		
2. Is working with numbers hard for you?		
3. Do you like working with numbers?		
4. Do you think it is fun when all the class gets to work with numbers?		
5. Do you spend too much time working with numbers?		
6. Would you like to have more time to work with numbers?		
7. Do you like working with numbers outside of school?		
8. Does working with numbers often make you feel upset or angry?		
9. Do you think working with numbers helps you?		
10. When your other work is done, would you like to do things with numbers?		

ITEM 2

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

STUDENT'S ATTITUDE RATING SCALE

ARITHMETIC

2nd & 3rd Grades

SUMMARY SHEET	YES	NO
1. Math problems are easy for me.		
2. Math problems often scare me.		
3. Math games are fun.		
4. When I grow up, I will need to know math.		
5. Math often makes me feel unhappy.		
6. I feel good when doing math problems.		
7. I finish my math work without being reminded.		
8. Time goes slowly during math time.		
9. We should have more time for math in school.		
10. Math work is easier than other things, like Reading, Spelling, and Art.		

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

STUDENTS' ATTITUDE RATING SCALE
ARITHMETIC
4 - 6 Grades

1. Arithmetic problems are easy for me.

Yes	Maybe so	Maybe not	No

2. It is easy to get good marks in arithmetic.

Yes	Maybe so	Maybe not	No

3. Arithmetic problems often scare me.

Yes	Maybe so	Maybe not	No

4. Arithmetic takes too much time.

Yes	Maybe so	Maybe not	No

5. Arithmetic will be very useful to me when I grow up.

Yes	Maybe so	Maybe not	No

6. Arithmetic often makes me feel upset and angry.

Yes	Maybe so	Maybe not	No

7. I feel relaxed when doing arithmetic problems.

Yes	Maybe so	Maybe not	No

8. When I do arithmetic problems my mind often goes blank.

Yes	Maybe so	Maybe not	No

9. Time drags in an arithmetic lesson.

Yes	Maybe so	Maybe not	No

10. I feel sure of myself when doing arithmetic problems.

Yes	Maybe so	Maybe not	No

11. More school time should be given to arithmetic.

Yes	Maybe so	Maybe not	No

12. Arithmetic takes less time and effort than other subjects.

Yes	Maybe so	Maybe not	No

13. I think my mind works well when doing arithmetic problems.

Yes	Maybe so	Maybe not	No

14. Which of the following subjects do you like best; second best; third best.

______	______	______	______	______
Reading	Arithmetic	Spelling	Art	History

15. Place a check mark in front of the sentence that best tells how you feel about arithmetic.

______ a. Arithmetic is my favorite subject.

______ b. I like arithmetic.

______ c. Arithmetic is all right but I like many other subjects better.

______ d. I don't like arithmetic very much.

______ e. I hate arithmetic.

RH:kw
10-18-69

TEACHER OBSERVATION CHECKLIST

Observer__________________ Date__________________ Time____________ Visit #____________

School__________________

INSTRUCTIONS: Check (√) yes or no if observed in reading or in math content areas, or check (√) yes or no if teacher indicates existence in reading or in math content areas. Make one check, yes or no, (either observed or teacher indicated) for a statement in the reading content area and/or one in the math content area. Total checks at bottom.

Statements	Reading				Math			
	Observed	or	Teacher Indicated		Observed	or	Teacher Indicated	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Teacher has lesson plans geared to individuals.								
2. Pre tests are used for placement of individuals.								
3. Diagnostic tests are administered individually for specific learning tasks.								
4. Current profiles on individual students are in existence								
5. Prescriptive materials are tied to identified student deficiencies.								
6. Mastery tests are used at the end of a unit of instruction.								
7. Learning stations are in evidence.								
8. Students are working at different learning station.								
9. Different learning tasks are assigned different individuals at a given time.								
10. There is a teacher schedule or grouping chart indicating movement and flexibility of grouping.								
11. Students are working on a unit using different materials and equipment.								
12. Students are working on a unit using the same material, but at a different level.								
13. Students work for a major portion of the time on a self-directed basis.								
14. There is evidence that students work on individual contracts.								
15. There are indications that students help decide what they want to do.								
16. Pupil teamwork is used.								
17. Teacher uses varied teaching techniques.								
18. Help is usually offered students individually rather than in group settings.								
19. Materials of a wide range of ability levels are accessible to students.								
20. Teacher aides are working with individual students.								
TOTAL								

LM:kw
4/29/70

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

ELEMENTARY DIAGNOSTIC TEST

1. Which of these is the set of whole numbers?

   a. {1, 2, 3, ...} b. {0, 1, 2, 3}

   c. {10, 20, 30} d. {0, 1, 2, 3, ...}

2. Which is the set of counting numbers greater than 42?

   e. {42, 43, 44, ...} f. {43, 44, 45}

   g. {43, 44, 45, ...} h. {42, 43, 44}

3. Set A = {7, 10, 13, 16, 19}

   The numbers in set A are:

   a. odd b. even

   c. prime d. none of these

4. Where will you find the set of all points?

   e. in your arithmetic book

   f. on a line g. in space

   h. none of these

5. Set A = {1, 3, 5, 8, 9}

   Set B = {2, 4, 5, 8, 9}

   Which of these shows $A \cup B$?

   a. {1, 2, 4, 5, 6, 7, 8, 9}

   b. {1, 2, 3, 4, 5, 8, 9}

   c. {1, 2, 3, 5, 8, 9}

   d. {1, 3, 4, 8, 9}

6. Set R = {2, 3, 6, 8}

   Set S = {3, 4, 6, 9}

   Which of these shows the intersection of sets R and S?

   e. {2, 3, 4, 6, 8, 9} f. {3, 6}

   g. {2, 4, 6, 8} h. {2, 4, 8, 9}

7. The set of multiples of 6, 9, and 8 is:

   a. {2, 3, 4} b. {2, 3, 4, ...}

   c. {72, 144, 216, ...} d. { }

8. Set A = {1, 3, 5, 7, 9}

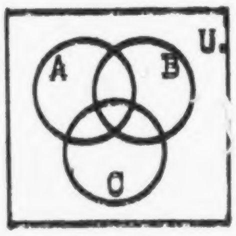
   Set B = {2, 4, 6, 8, 10}

   $A \cap B =$

   e. {1, 2, 3, 4, 5, 6, 7, 8, 9, 10}

   f. { } g. {0, 1, 2, 3, ..., 10}

   h. none of these

9. 

   Set A = 20

   Set B = 60

   Set C = 40

   $A \cap B \cap C = 10$

   Using the Venn diagrams above, determine what the total number involved in the three sets is:

   a. 120 b. 110 c. 140 d. 90

10. Mark another name for $1\frac{1}{2}$:

    e. $\frac{5}{2}$ f. $\frac{21}{14}$ g. $\frac{4}{2}$ h. $\frac{24}{12}$

11. $\begin{array}{r} 10,011 \\ -\ 9,879 \\ \hline 132 \end{array}$ Mark the regrouping that is correct for this problem:

a. 10,011 = 10,000 + 0000 + 000 + 10 + 1

b. 10,011 = 00,000 + 9,000 + 900 + 100 + 11

c. 10,011 = 00,000 + 10,000 + 1000 + 10 + 11

d. none of these

12. What is the numeral for twenty-two million, six hundred forty-six thousand, nine hundred ninety-one?

e. 220,646,091 f. 22,646,991

g. 22,604,991 h. 22,600.91

13. Which of these is a prime factorization of 250?

a. 50 x 50 b. 10 x 25

c. 2 x 2 x 5 d. 2 x 5 x 5 x 5

14. What is 3672 rounded to the nearer thousand?

e. 3700 f. 3770 g. 4000

h. 4600 i. none of these

15. 170.065 rounded to the nearer whole number is:

a. 170.0 b. 170.1 c. 169

d. 171 e. none of these

16. $(6\text{x}10) + (3\text{x}1) + (0 \text{ x} \frac{1}{10}) + (4 \text{ x} \frac{1}{100})$

$+ (7 \text{ x } \frac{1}{1000}) =$

f. 60.047 g. 603.047

h. 63.047 i. none of these

17. 1,000 pennies is equal to:

a. $100.00 b. $10.00

c. $1,000.00 d. $1.00

18. Which Roman numeral names the largest number?

e. CXL f. CXXIX

g. CXXVI h. XCV

19. Which numeral names one hundred one million, three hundred twenty-four thousand, three?

a. 101,324,003 b. 110,324,030

c. 101,324,300 d. none of these

20. On another planet the people have only 3 fingers on each hand. They have two hands. If our dime is worth 10 pennies, how many pennies do you think their dime might be worth?

e. 1 penny f. 3 pennies

g. 6 pennies h. none of these

21. In base 5, 3 fives and 3 ones would be written as:

a. 33 b. 153 c. 63 d. 18

22. (3 x 10,000,000) + (4 x 1,000) + (6 x 10)

Mark the numeral for the above:

e. 30,400,600 f. 30,460

g. 300,400,600 h. 30,004,060

23. The opposite of a negative 18 is:

a. -18 b. 18

c. 0 d. none of these

24. Mark the decimal for 8 ones, 14 tenths 5 hundredths, and 15 thousandths:

e. 8.4515   f. 9.465

g. 8.14515   h. 9.415

25. Find the pattern and count on.
1, 2, 3, 4, 10, 11, ___, ___, ___, ___, ___

a. 12, 13, 14, 15, 16

b. 12, 13, 14, 20, 21

c. 12, 13, 14, 21, 22

d. none of these

26. Another name for 60,000 is:

e. 6^4 f. 6×10^3

g. 6×10^4 h. 10^6

27. $31_{five} \times 4_{five} =$

a. 224_{five} b. 40_{five}

c. 54_{ten} d. none of these

28. Add:

$$\begin{array}{r} 75{,}234 \\ 32{,}578 \\ \underline{56{,}863} \end{array}$$

e. 154,664   f. 163,564

g. 164,675   h. 153,463

29. Mark the numeral in which 6 has the greatest value.

a. 84.63   b. 86.34

c. 463.8   d. 836.4

30. Work the following:

$$\begin{array}{r} 1\frac{1}{4} \\ \underline{-\ \frac{3}{4}} \end{array}$$

e. $1\frac{2}{4}$ f. $1\frac{1}{4}$ g. 1   h. $\frac{1}{2}$

31. N - 3.762 = 10.308   What must be the value of N for that to be a true sentence?

a. 13.770   b. 6.546

c. 13.070   d. 14.070

32. Solve:

$$\begin{array}{r} 33\frac{5}{16} \\ \underline{-\ 15\frac{11}{16}} \end{array}$$

e. $17\frac{5}{8}$ f. $18\frac{5}{8}$

g. $18\frac{5}{16}$ h. $17\frac{5}{16}$

33. $4\frac{2}{5} + 8\frac{7}{10} =$

a. $12\frac{9}{10}$ b. $13\frac{9}{10}$

c. $13\frac{1}{5}$ d. $13\frac{1}{10}$

34. $7\frac{9}{8} + 13\frac{11}{12} =$

e. $23\frac{3}{24}$ f. $21\frac{11}{24}$

g. $22\frac{1}{24}$ h. none of these

35. Solve: $18\frac{3}{5} - 7\frac{4}{5} =$

a. $11\frac{1}{5}$ b. $10\frac{4}{5}$

c. $11\frac{4}{5}$ d. none of these

36. -7 + (-4) is equal to:

e. 3   f. 11   g. -11   h. -3

37. Complete the sentence: 327 = (__ x 4) + 3

a. 82   b. 81   c. 7   d. 109

38. Complete the sentence: ____ x 44 = 264

e. 6   f. 264   g. 220   h. 5

39. What numeral goes in the box?

$34\overline{)2593}$
-2380 70 x 34
213
-204 ☐ x 34
9

a. 9
b. 76
c. 6
d. 60

40. Which of these is a prime number?

e. 63 f. 171 g. 57 h. 31

41. (N + 358) - 37 = 776 Mark the value of N:

a. 555 b. 455
c. 405, r11 d. 455, r 11

42. 806 x 85 Solve this problem.

$$\begin{array}{r} 806 \\ \times\ 85 \\ \hline \end{array}$$

e. 78,510 f. 68,510
g. 68,530 h. 78,410

43. $\frac{1}{8}$ expressed as a decimal fraction is:

a. .125 b. 8.1 c. 1.8
d. $12\frac{1}{2}\%$ e. none of these

44. An equivalent ratio of 6 to 5 would be:

f. 7 to 6 g. 30
h. 30 to 25 i. none

45. $\frac{.14}{.02} =$

a. 7 b. 7.2 c. .07
d. .7 e. none of these

46. $(4 \times 5)^2 = (5 \times 4)^2$ What property is illustrated?

f. commutative g. associative
h. distributive i. none of these

47. What property is illustrated:
$2 \times (6 + \frac{1}{2}) = (2 \times 6) + (2 \times \frac{1}{2})$

a. commutative b. associative
c. distributive d. none of these

48. Which of the following illustrates the commutative property of addition of decimals?

e. $7 + \frac{2}{3} = \frac{2}{3} + 7$

f. .5 + .56 = .56 + .5

g. $\frac{1}{3} + \frac{2}{5} = \frac{2}{5} + \frac{1}{3}$ h. none of these

49. Which pair of numerals would make this a true statement?
6 x 84 = (6 x ___) + (6 x ___)

a. 8, 4 b. 40, 80
c. 80, 4 d. 4, 8

50. Which example below will give the same answer as this sentence:

132 ÷ 12 = ☐

e. (120 ÷ 12) + (12 ÷ 12) = ☐
f. (132 ÷ 10) + (132 - 2) = ☐
g. (120 ÷ 10) + (12 ÷ 2) = ☐
h. none of these

51. Look at these two examples:
$(\frac{1}{6} + \frac{2}{6}) + \frac{2}{6} =$ ☐ $\frac{1}{6} + (\frac{2}{6} + \frac{2}{6}) =$ ☐

They will give:
a. the same answer b. $\frac{5}{8}$
c. different answers d. none of these

52. (8 x 10) + (8 x 8) = (8 x ___)
Mark the missing number:

e. 10 f. 80 g. 18 h. 16

53. The identity element for multiplication is:

a. 0 b. 1 c. 10 d. x

54. $\begin{array}{r} 48.9 \\ +\ 28.3 \\ \hline 77.2 \end{array}$ $\begin{array}{r} 28.3 \\ +\ 48.9 \\ \hline 77.2 \end{array}$

What property of decimals do these examples above show?

e. commutative f. associative

g. inverse h. opposite

55. $7 + 2 + 9 = \square$ $2 + 9 + 7 = \square$

Will these two problems give the same answer?

a. 18 b. 11 c. yes d. no

56. What is the value of N in this sentence?

$65 \div N = 13$

e. 11 f. 52 g. 72 h. 5

57. Add $\frac{2}{16}$ plus $\frac{1}{16}$ plus $\frac{2}{16}$. Subtract a number from the total to get a final answer of $\frac{3}{16}$.

Which of the following sentences would solve the problem above?

a. $\frac{2}{16} + \frac{1}{16} + \frac{2}{16} + \frac{3}{16} = \square$

b. $\frac{2}{16} + \frac{1}{16} + \frac{2}{16} = \square$

c. $\frac{2}{16} + \frac{1}{16} + \frac{2}{16} - \square = \frac{3}{16}$

58. Which mathematical sentence would solve this problem?

Frances needed 14 more stamps to fill a page that holds 50 stamps. How many did she already have on the page?

d. $14 + 50 = N$ e. $N - 50 = 14$

f. $50 + 14 = N$ g. $N + 14 = 50$

59. $4\,\frac{3}{16} = \frac{(4\times\square) + 3}{16} = \frac{\triangle}{\triangle}$

This pattern can be used to change $4\,\frac{3}{16}$ to which of these improper fractions?

a. $\frac{15}{16}$ b. $\frac{3}{64}$

c. $\frac{67}{16}$ d. $\frac{67}{64}$

60. Find the value of N in the sentence $N - 8.711 = 1.975$

e. 7.264 f. 9.664

g. 9.686 h. 10.686

61. $(-3) + (-6)$ ○ $(-6) + (-3)$

What symbol should be placed in the circle?

a. = b. > c. < d. none of these

62. Is this sentence true or false?

$2^7 > 7^2$

e. true f. false

63. Mark the statement that is not true:

a. $4^3 = 12$ b. $9 = \frac{18}{2}$

c. $60 = 6 \times 10$ d. none of these

64. Tom went shopping for his aunt. He paid \$2.50 for meat, \$3.71 for groceries, and \$1.05 for shampoo. How much change would he receive from \$10.00?

e. \$7.26 f. \$2.74 g. \$2.76

h. \$7.24 i. none of these

65. There are 30 students in a classroom. Their math books cost \$3.27 each. What was the total cost of their math books?

a. \$30.00 b. \$3.27 c. \$9.81

d. \$98.10 e. none of these

66. Jim practiced for his clarinet lesson 1/2 hour each day. How long did he practice in 5 days?

f. $2\frac{1}{2}$ hours g. 3 hours

h. 2 hours i. $3\frac{1}{2}$ hours

67. Joe rode his bicycle 3.2 miles on Monday, 5.4 miles on Tuesday, 4.7 miles on Wednesday, and 2.3 miles on Thursday. Find the average distance per day.

a. 15.16 miles b. 3.9 miles

c. 15.6 miles d. 3.8 miles

68. Jean needs $1\frac{3}{4}$ cups of sugar for her recipe. She has only $\frac{2}{3}$ of a cup now. How much more does she need?

e. $1\frac{1}{3}$ cups f. $1\frac{1}{4}$ cups

g. $1\frac{1}{8}$ cups h. $1\frac{1}{12}$ cups

69. If you know how many tickets were sold for a play and how much each ticket cost, what operation would best help to find the total cost of the tickets?

a. addition b. subtraction

c. multiplication d. division

70. Dick had 60 marbles. He gave $\frac{1}{4}$ of his marbles to Ed. Ed gave $\frac{1}{3}$ of the marbles he got from Dick to Joe. How many marbles did Joe get?

e. 10 f. 5 g. $\frac{1}{6}$ h. 20

71. A 1500 gallon oil tank is 83% full. Mark the mathematical sentence that would help find how many gallons of oil it now contains:

a. $\frac{N}{100} = \frac{83}{100}$ b. $\frac{83}{100} = \frac{N}{1500}$

c. $\frac{83}{100} = \frac{1500}{N}$ d. $\frac{83}{1500} = \frac{N}{1500}$

72. Carpeting for a bedroom is $10.00 per square yard. What would be the total cost of a room 12 feet by 15 feet?

e. $200.00 f. $20.00

g. $120.00 h. none of these

73. $(7^0 \text{ x } 7^5 \text{ x } 7^6) = 7^{\square}$

Which numeral would be placed in the box?

a. 7 b. 12 c. 11

d. none of these

74. If March 30 were a Tuesday, what day of the week would April 2 be?

e. Wednesday f. Thursday

g. Friday h. Saturday

75. Which of the following represents the greatest length?

a. 2 yards b. 7 feet

c. 80 inches d. 9 feet

76. John caught a big fish that weighed 20 pounds, 4 ounces. After he cleaned the fish, it weighed 15 pounds, 2 ounces. What was the loss of weight?

e. 5 pounds, 2 ounces f. 24 pounds

g. 5 pounds, 0 ounces h. 17 pounds

i. none of these

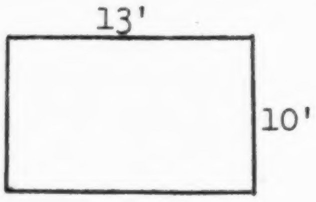
77. Find the sum:

```
15 lb.  7 oz.
13 lb. 13 oz.
25 lb.  4 oz.
-------------
```

a. 53 lb. 8 oz. b. 54 lb. 24 oz.

c. 54 lb. 8 oz. d. 44 lb. 24 oz.

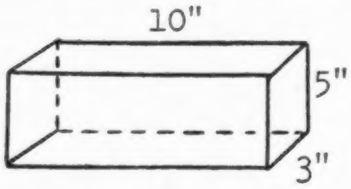
78.



What is the area of this rectangle?

e. 23" f. 130 sq. in.
g. 130 sq. ft. h. 23'

79.



The volume of this space region is:

a. 150 sq. in. b. 2 sq. ft.
c. 18 sq. in. d. 150 sq. ft.
e. none of these

80. If a nautical mile is approximately 1.1 statute miles, how many statute miles are there in 75 nautical miles?

f. $82\frac{1}{2}$ g. $83\frac{1}{3}$ h. 75.6
i. $94\frac{1}{2}$ j. none of these

81. What is the area of a rectangle $1\frac{1}{4}$ yd. by 2 feet?

a. 1080 sq. in. b. 3 sq. yd.
c. 360 sq. in. d. 96 sq. in.

82. The earth's shape is:

e. square f. sphere g. rectangle
h. block i. none of these

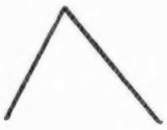
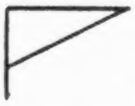
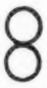
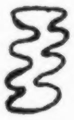
83. One definition of a line is:

a. a dot b. an arrow
c. a set of points d. a square

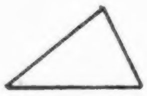
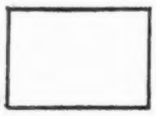
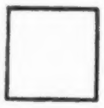
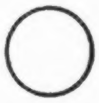
84. What is the smallest number of sides a closed figure can have if the sides are line segments?

e. 2 f. 3 g. 5 h. 4

85. Mark the simple closed figure:

a. 
b. 
c. 
d. 

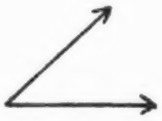
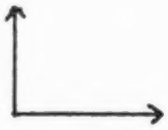
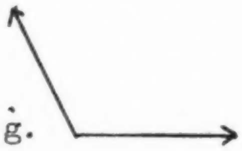
86. Which of these is not a polygon?

e. 
f. 
g. 
h. 

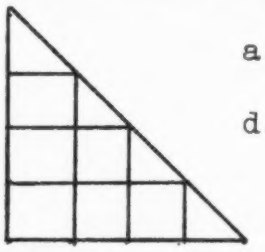
87. An angle is:

a. the vertex b. two rays with the same end point
c. a plane figure d. a polygon

88. Mark the angle that is a right angle:

e. 
f. 
g. 

89. What would be the area of the rectangle suggested by the two shorter sides of this triangle?



a. 6 b. 24 c. 10
d. none of these

90. A way to find the area of a triangle is:

e. A = L x W f. $A = \frac{1}{2}BH$
g. A = 2B x H h. none of these

91. Perpendicular lines:

a. intersect forming right angles
b. form two triangles
c. never intersect
d. are horizontal

92. A cube has______faces.

e. 4 f. 2 g. 6 h. 8

93. These were Bob's grades on his last report card:

Math.	B	Geog./Hist.	B
Eng.	A	Music	C
P.E.	A	Spelling	A
Art	C	Science	B
Reading	A		

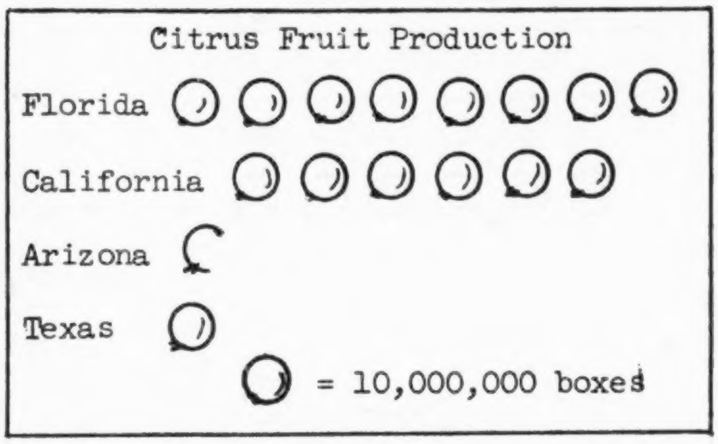
An "A" is worth 4 points, a "B" gets 3 points, and a "C" 2 points.

You must have 27 points or better to make the honor roll. Did Bob make the honor roll?

a. yes b. no c. 29

d. none of these

94.

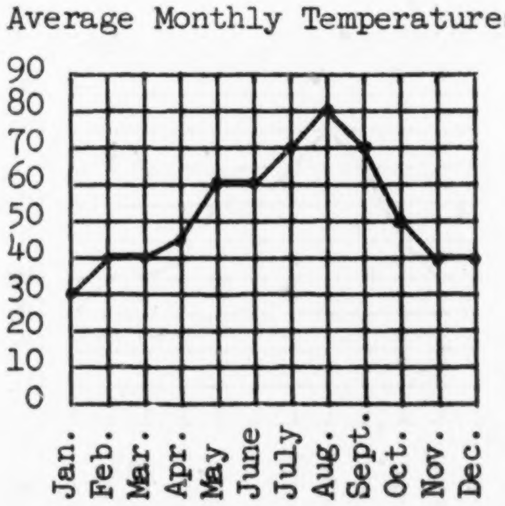


How many boxes of fruit does California produce?

e. 12,000,000 f. 120,000,000

g. 60,000,000 h. 10,000,000

95.

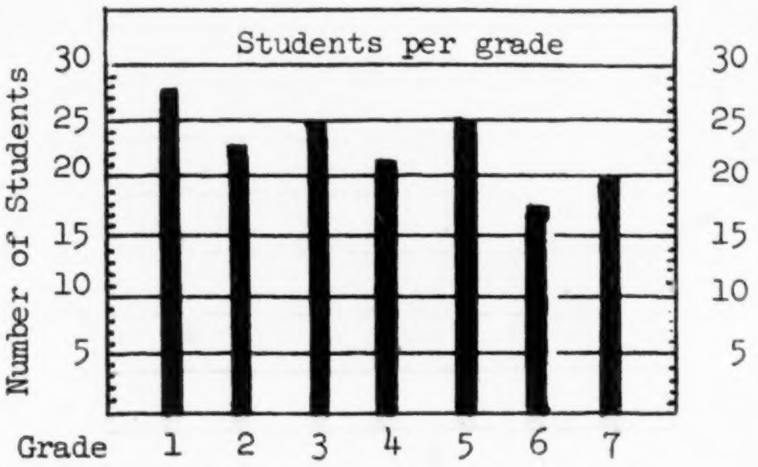


Between what two months is the temperature change the greatest?

a. Sept.-Oct b. Nov.-Dec.

c. April-May d. Feb.-March

96.



The total number of students in school is:

e. 125 f. 175 g. 160 h. 136

97. Referring to the graph above, how many more students are there in the first grade than in the sixth grade?

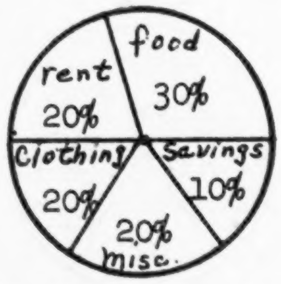
a. 18 b. 16 c. 10 d. 20

98. The GCF of 48 and 36 is:

e. 4 f. 6 g. 12

h. none of these

99. If a family income is $600.00 per month, how much is spent for food according to the graph?



a. $200.00 b. $180.00

c. $150.00 d. none of these

100. The LCM of 3, 4, and 5 is:

e. 12 f. 20 g. 15 h. 60

SECTION 3

AUXILIARY SERVICES

ABSTRACT

Guidance

Based on opinions expressed in principal and teacher questionnaires, the quality of guidance services improved during the year over the previous year but still had not reached the optimum level. An increase in services was desired particularly of the type related to counseling and behavior modification. Confusion exists among principals as to what is meant by individualized guidance programs, follow-up on individualized guidance programs, and sets of records for keeping track of the progress of children placed in individualized programs.

Paraprofessionals

Approximately 200 aides were employed. Inservice programs varied from good to weak depending on the school. A need for a more formalized pull-out inservice program was recognized but the schedule published to insure such a program was not fully implemented at all schools.

Fair Chance Intern

Twenty-one interns served in four schools. The question is posed as to which is better, an intern or a student teacher.

Library Services

Augemented services offered at three schools.

Nutritional Break

Program in effect at all schools except St Alphonsus, a non-public school. No problems.

Study Trips

During the 1969-70 school year approximately 690 study trips (a total of 33,242 passenger trips, parents included) were taken by students at the eight compensatory schools and St. Alphonsus. Approximately 20% of the study trips were out of town. Generally a smooth running program. Data shows that some teachers needed to be encouraged to take more advantage of this program while a few teachers may have scheduled more trips than they should have.

Health Services

A special activity implemented at the compensatory schools as an augmentation to normal health services provided by the District. The program involved the identification and special treatment of 113 students who had nutritional problems. An innovative program that merits special attention.

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PART ONE

GUIDANCE SERVICES

I. Objectives

A. To diagnose learning and behavioral difficulties of individual students.

B. To make practical recommendations for treatment (behavioral modification programs) for individual students.

C. To develop and conduct a guidance program at each Compensatory Education School.

D. To establish goals to be accomplished by the guidance program at each Compensatory Education School.

E. To publish a calendar of activities to meet the established goals at each Compensatory Education School.

F. To establish a set of records for keeping track of the progress of all children placed in individualized programs.

G. To prepare follow-up reports on all children placed in individualized programs.

H. To establish an inservice program for teachers regarding guidance activities at the school.

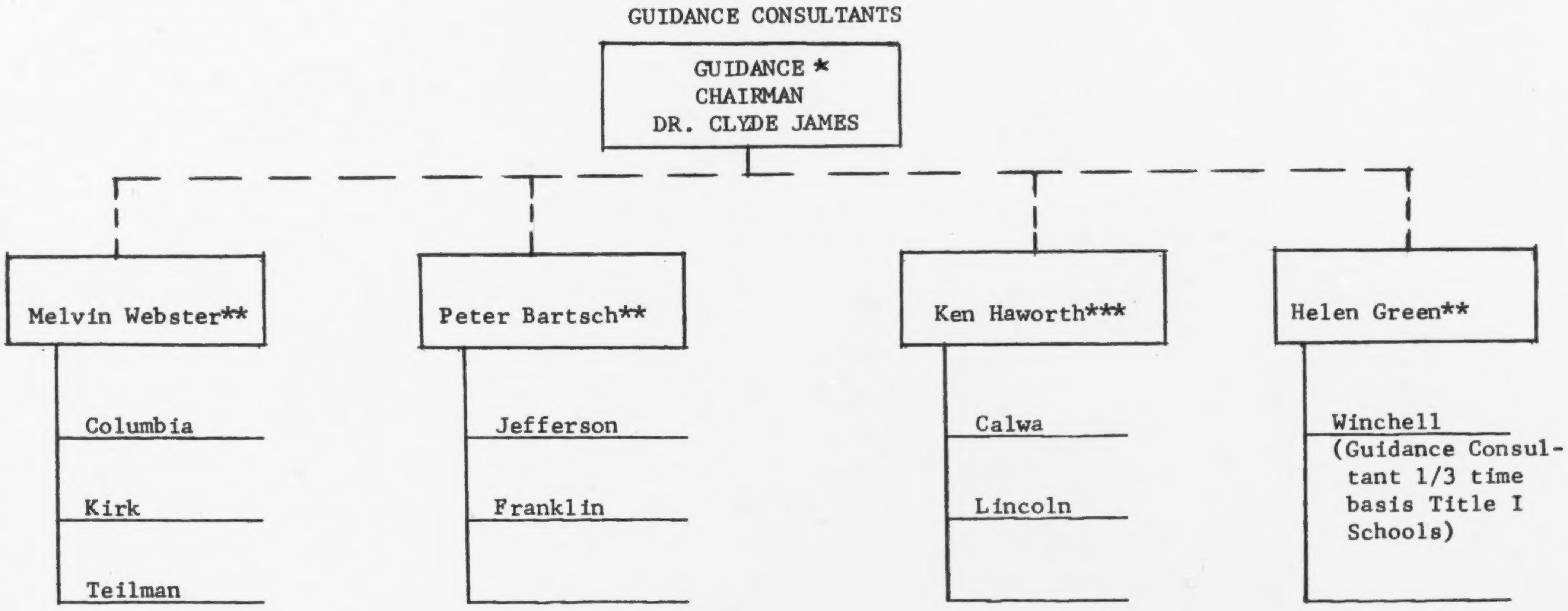
II. Narrative Description

A school psychologist was available on a part-time basis at each of the Compensatory schools except St. Alphonsus, the non-public school participating in the program. (See Organization Chart on the next page). The school psychologist acted as consultant to the principal and his instructional staff and as expeditor and implementer of goals and priorities in the guidance program. He helped in developing learning programs for students and provided inservice to the staff.

A general calendar of activities was developed that covered the entire year for all eight schools. New activities were added to this calendar as needed. Separate calendars were prepared at individual schools as specialized guidance services were provided and requested by the principal at each school.

On the average, it is estimated that the guidance consultant handled about 15 special case contacts a week, including inservice contacts. Seven hundred and forty-four case studies were recorded for the Title I schools. (See Table #1 for a break out). Records were kept on all students who were placed in individualized programs and the case study was filed in the Fresno City Schools'

ORGANIZATION CHART


GUIDANCE CONSULTANTS
GUIDANCE *
CHAIRMAN
DR. CLYDE JAMES
Melvin Webster**
Columbia
Kirk
Teilman
Peter Bartsch**
Jefferson
Franklin
Ken Haworth***
Calwa
Lincoln
Helen Green**
Winchell
(Guidance Consultant 1/3 time basis Title I Schools)

* The Guidance Consultant is directly responsible to the Principals of the schools he serves.

** School Psychologist

*** Psychometrist

TABLE 1

CASE STUDIES IN TITLE I SCHOOLS

	EMR	TMR	EH	LDG	G	LD	PS	EMR-RE -	MA
Calwa	8	0	0	No Class	7	10	30	15	30
Columbia	9	0	0	No Class	1	15	30	7	5
Franklin	5	0	0	17	5	20	80	8	No Class
Jefferson	4	0	0	No Class	7	15	70	No Class	No Class
Kirk	3	1	2	No Class	1	15	30	25	15
Lincoln	1	0	1	1	13	15	50	5	5
Teilman	2	0	1	No Class	0	9	15	No Class	No Class
Winchell	3	1	3	20	9	25	75	No Class	No Class
Total	35	2	7	38	43	124	380	60	55

GRAND TOTAL 744

EMR - Educable Mentally Retarded
TMR - Trainable Mentally Retarded
EH - Educationally Handicapped
LDG - Learning Disability Group

LD - Learning Disability
G - Gifted
PS - Partial Studies
RE - Re-Evaluation
MA - Mexican-American -- Retesting (State Mandated)

Guidance Department Office with a copy kept in the home school of the student. This file contained the recommendations of any committee action that was required and any yearly evaluations and follow ups. Follow-up reports were made on all students in the Title I schools who were in special education programs. This included the Mexican-American re-testing that was mandated by the State.

Placement in special education programs is a normal District function. The 380 Partial Studies represent an augmentation to the regular District Guidance Program. Not recorded are the many informal analyses and evaluations that are a part of the job of identifying students.

The objective to diagnose learning and behavioral difficulties of individual students was met by the use of observation and rating scales in the classroom, lunchroom and on the school yard. Conferences with classroom teachers, nurses, speech therapist, administrators, parents, community and classroom aides, home-school liaison people and curriculum consultants were held as needed by the guidance consultant to help diagnose the learning and behavioral difficulty. Written reports from community and private agencies were also useful with individual students. When testing was necessary for the diagnosis, approved psychological tests were administered. These consisted of the Wechsler Intelligence Scale for Children, Frostig, Illinois Test of Psycholinguistic Ability and the Bender. The diagnostic techniques described were used to make individually designed prescriptive teaching recommendations and to make practical recommendations for treatment for behavioral modification programs.

The Frostig program for visual preceptual development and the Valett handbook of psychoeducational resource programs were found to be extremely helpful in this area. If the diagnostic profile determined the eligibility for placement in a special education program, the student was referred to the Special Education Department for placement. These programs included the trainable mentally retarded, educable mentally retarded, educationally handicapped, learning disability groups and honor programs.

An inservice program was developed and became an integral part of the total guidance program. One of the inservice goals at each school was to inform and train the administrative and instructional staff in the use of certain behavior modification techniques. This inservice activity employed the use of approximately 40 printed materials that were developed by the guidance staff. Small informal groups were formed as needed, usually to explore a common behavioral or learning problem. (See table II for a break out by school of the number of inservice group meetings involving guidance activities.) The instructional staffs were involved in inservice programs dealing with Behavioral Modification Theory and Techniques. The ITV series "Open Doors to Learning" was secured by the District. Each video tape was previewed by the guidance consultants with objectives and discussion questions developed for each tape.

TABLE II

TOTAL INSERVICE GROUP MEETINGS

	Instructional Staff	Classroom Aids	I-TV
Calwa	3	3	7
Columbia	3	2	7
Franklin	8	2	7
Jefferson	8	2	7
Kirk	1	2	7
Lincoln	2	0	7
Teilman	2	2	7
Winchell	20	2	7
Total	47	15	28

III. Evaluation

Two questionnaires were used in addition to the narrative description of the program prepared by the Guidance Department and the Discrepancy Model Progress Reports to evaluate this activity. The Discrepancy Model Progress reports served primarily as a means of insuring accountability and provided District monitorship of the Project as required by the State Guidelines. The narrative description provided a description of the treatment.

Each of the eight public Title I school principals completed a questionnaire regarding the guidance services provided at their school. A copy of the questionnaire is included as Item 1 of the Appendix of this section. A screening of the Principal's responses is given as follows:

Question 1. How many school days each week has the Guidance Consultants services been available at your school?

Four Principals indicated 2 days each week. Four Principals indicated 1 day or between 1 and 2 days each week.

(This is approximately 2½ times the services available at the non-augmented elementary schools.)

Question 2. What have been the principle goals of the Guidance program at your school?

Most Principals included: 1) behavior modification program. 2) assist staff in identifying learning problems. 3) in-service staff, 4) help develop individualized learning programs.

Question 3: Has a weekly or monthly calendar of guidance activities been furnished regularly?

Generally the answer was no to this question. Several Principals indicated that they were kept abreast of guidance activities through weekly conferences with the guidance consultant.

Question 4: Has a set of records for keeping track of progress of all children placed on individualized programs been maintained at your school?

Yes 6 No 2

Question 5: If yes to 4, how many children were placed on this program.

The responses indicated that the Principals were not sure what constituted an individualized program and which students were selected for such a program.

These were some of the responses: 1) all the students. 2) there are reading profiles for students for grade 1 through 6 and mathematics profiles for students from grades 4 through 6. 3) many full classes are on individualized programs.

Three principals did not answer this question. The responses indicate confusion as to what is intended and what is to be expected in the form of individualized guidance programs.

Question 6: If yes to 4, have follow-up reports been made on all children placed in individualized programs?

Yes 3 No 1 Don't Know 2

Two principals did not answer this question. The responses correlate with the responses to question 5 and tend to substantiate the feeling that there is confusion as to what is meant by placement of students on individualized guidance programs and what follow-up reports are needed.

Question 7: Have you been kept informed as to what the District Guidance Program is for your school?

Yes 5 No 2 Don't Know 1

Question 8: What has been the extent and nature of inservice regarding activities at your school?

Responses indicate time was allocated at some of the regular Wednesday Faculty meetings for inservice. The responses also indicated that aides were provided some inservice in a pull-out inservice program.

Question 9: What is your overall appraisal of the quality of guidance service at your school?

The following are direct quotations from the Principal's responses.

I'm not too excited about guidance services that are limited to (2) days at a Black School. I've requested a full time Black counselor for next year. Possibly (1) day for a Psychologist to complete testing and input regarding Glasser's theory, etc.

I do not appreciate having other duties interfere with what time is assigned to this school. There is a need for all the services contracted.

There is not sufficient time for a viable program. We manage to touch only the emergency cases most of the time. There is little opportunity to spend individual counseling time with the teacher individually.

Ample in terms of time but not as effective as I would like.

Excellent, however, more time is needed for the guidance consultants to meet and work with teachers.

Fair to good. Potential, however, is excellent. Guidance person is pulled in too many directions and to quote an old cliche " To be everywhere is to be nowhere."

Question 10: What recommendations do you have for changing the guidance program for next year.

Generally the responses indicated a desire for more time allocated to the school for guidance services.

A pre-post teacher questionnaire was also used to assess the guidance program. (See Item 2 of the appendix). Teachers were asked in September 1969 to complete the questionnaire based upon their experience with guidance services during the school year 1968-69. Teachers new to the District did not complete the September 1969 questionnaire. In May 1970, the same questionnaire was circulated and teachers were asked to express their opinions based on the 1969-70 school year guidance activities. A problem in the post test resulted from the failure to restate question number 4 which read " How frequent were your contacts with your guidance consultant last year?" This caused some confusion and may have had an adverse effect on the validity of the responses. A complete break out of the responses for both the pre and post questionnaire is provided in the appendix as Items 3 and 4.

The responses indicate that in the opinion of the teachers there was an overall increase in the quality of guidance services rendered during 1970 as compared with 1969. However the scale in each of the questions except 7 ranged from 1 to 4 with 4 being the most positive response. In spite of the overall increase in mean scores for all questions, the responses were not overly enthusiastic. Most mean scores were in the vicinity of 2.0 or below the mid point in the range which would be 2.5 for the scale 1 through 4. See Items 3 and 4 of the appendix for the distribution of responses.

Summary

The first three objectives: "To diagnose learning and behavioral difficulties of individual students; to make practical recommendations for treatment (behavioral modification programs) for individual students; to develop and conduct a guidance program at each compensatory education school", are all functional. The narrative provides a description of the types of activities which supported these objectives.

The two objectives "to establish goals to be accomplished by the guidance program at each compensatory education school; to publish a calendar of activities to meet the established goals at each compensatory education school" imply a degree of decentralization that did not exist. Individual school calendars were not published, but a District calendar was followed and modified to meet the needs and schedules of the guidance consultant at the school. A large part of all guidance activities are in direct support of the District special education testing and placement program which should not be considered as a part of the Title I augmentation. Responses of the Principals indicate that the nature of the individualized guidance programs to be established at each school over and above the District responsibility of testing and placement in special educational programs needs to be defined.

The two objectives "to establish a set of records for keeping track of the progress for all children placed in individualized programs; to prepare follow-up reports on all children placed in individualized programs" were not attained. As stated above, there was not a clear understanding on the part of the principals as to what these individualized guidance programs should be or what records were to be kept and what follow-up action was required. Placement and conduct of special educational programs such as EMR, MR, etc. are normal District functions and not a Title I augmentation.

PART TWO

PARAPROFESSIONALS

I. Objectives

A. To increase skills in utilizing instructional materials devised for specific reading programs.

B. To increase skills in utilizing instructional materials devised for specific math. programs.

C. To increase skills in the operation of equipment designed for the math. and reading programs.

D. Ninety percent of the Aides are people indigenous to the attendance areas involved.

E. Fifty percent of the aides who enter and complete the 1st year will continue in the program to earn the equivalent of an AA.

F. Eighty-five percent of all aides completing the 1st year will return for a second year.

II. Narrative Description

Approximately 200 aides were employed to support and reinforce the language and mathematics components. Qualifications for employment included the desirability of a high school diploma (not mandatory) and that each aide reside within the target area. In addition, a screening process was utilized wherein a simple mathematics and reading test was administered to determine the aide's ability to communicate and compute at a level sufficient to work with elementary children. The aides were then selected on the basis of the highest personal qualifications and scores.

A preservice orientation was held to inform the aides of the behaviors expected such as promptness, courteousness, follow-through on tasks, etc. Also aides were told of benefits which they could receive, their hours, and about the compensatory program and the role they would play.

A meeting with the eight building principals or their representatives was held to describe the aide inservice program and the responsibilities of each principal to provide an adequate inservice program for their aide. This inservice was to be administered by the mathematics, reading, and guidance personnel assigned to the school in addition to that normally provided by the teacher.

In January a calendar for inservice was implemented at the request of an evaluation team from Sacramento (see Items 5 and 6 of the Appendix). It was found that aides did not recognize that the day to day instruction provided by the teacher was an important part of their inservice, also a pull-out inservice program was not in effect for aides at all schools.

Liaison with the local colleges resulted in some progress being made for career programs for aides to become teachers. A class in mathematics designed for elementary teachers and aides was offered during the spring semester through Fresno State College Extension. Two units of college credit were available for those completing this course. A reading course was offered through the adult school designed specifically to upgrade aides in their reading skills. Forty aides completed the mathematics course and twenty-four completed the reading course.

III. Evaluation

A number of independent statistical studies were made regarding the Paraprofessional program. The results of these studies will be discussed briefly before proceeding with the discussion of the questionnaires used in the evaluation of this activity. The ethnic break-out of paraprofessionals employed at the Title I schools was made in January 1970 which showed:

Negro	65 employed as aides	or 32%
Mexican-American	79 employed as aides	or 39%
Anglo	53 employed as aides	or 26%
Oriental	5 employed as aides	or 2%

This approximates the ethnic balance in the 8 compensatory schools.

An analysis of the number of hours employed for the month of February 1970 showed:

0 to 3 hours per day (most of these were employed 3 hours)	123 aides	or 64%
4 to 5 hours per day	47 aides	or 24%
over 5 hours per day	27 aides	or 11%

An analysis of the turnover rates for paraprofessionals for the school year 1969-70 was made. This study showed:

Approximate number employed as of June 12	194
Number leaving employment from September 1969 through June 12, 1970	59
% turnover September through June	30%

A check of home addresses of instructional aides hired under Title I was made on January 30, 1970. The data showed:

Number of addresses checked	169
Number residing within the target area	153
Number not residing within target area	16
Percent within	90%

Two questionnaires were used to evaluate this activity. Classroom aides completed one of the questionnaires in May 1970. (See Item 7 of the Appendix for a copy of the questionnaire and a tabulation of the statistical responses). Regarding the area of inservice training, the responses to the questionnaire indicate that:

40 Aides enrolled in the Mathematics 302 Extention Course offered by Fresno State College
24 Aides attended the Reading Improvement Course offered by the adult school.
49 Aides were enrolled in some courses offered by Fresno City College (see question 15 for a break-out of the number of units completed)
44 Aides were enrolled in courses offered by Fresno State College (see question 16)
87 Aides said that they were working toward a college degree
75 Aides said that they were working toward a teaching credential

The data indicates that 65% of the aides participated in at least one of these professional development training activities in addition to the normally offered inservice program.

Several questions in the questionnaire dealt with opinions of the classroom aides regarding inservice training. Ninety-nine of the 124 aides responding to the question indicated that they were participating in a pullout inservice program. Most responses indicated that this pull-out inservice was offered at least once a week and most of the responses indicated that the inservice training was usually one hour in duration. It is significant that 25 aides indicated that they did not participate in any pullout training program and 45 aides did not answer this question. A check of the responses by school showed a high concentration of negative responses at one school, also most of the schools had at least two aides who indicated that they had not participated in a pullout inservice program. It is also to be noted that fifteen of the 177 aides responding indicated that they felt that they had not been trained very well for their job.

If the responses to the questionnaire can be any guide to the number of aides planning to return next year, then approximately 80% (130) of the aides completing the questionnaire planned to return in September 1970. Another 17% (27) indicated that they did not know and only 3% (7) indicated that they would not return. To the question "Do you like being a Classroom Aide", 166 said "yes" and only 3 "no".

Comment provided to questions 20, 21, and 23 can be generalized as follows:

1. Aides would like to work more than 3 hours each school day.
2. Some aides would like to be inserviced with their teachers in a weekly pullout program.
3. Aides desire more inservice in general.
4. Many aides desire more responsibility in the classroom.

A questionnaire was sent to teachers. This questionnaire covered several activities in this component in addition to the activities of the classroom aide. A copy of the questionnaire with the statistical summary is included as Item 8 of the Appendix.

Several questions were designed to give a broad view of the utilization of the aides. Ninety percent of the teachers indicated that they had at most two different aides during the school year, with approximately 70% of the teachers indicating that they had the same aide all year. Most teachers believed (83%) that the best utilization of the aide was: "Helping the teacher by working with an individual child or with small groups of children." However, only 50% of the teachers indicated that their aides worked regularly with individual children or small groups of children.

Three questions (4, 5 and 6) dealt with the question of reliability and performance of the aides:

Question 4. How often was your aide absent?

0 to 2 days a month	3 to 5 days a month	More than 5 days a month
83	13	1

Question 5. How often was your aide late to work?

0 to 2 days a month	3 to 5 days a month	More than 5 days a month
84	7	4

Question 6. In your opinion was the performance of your aide satisfactory?

Yes 82 No 2 Yes and No 11

The data would tend to indicate that most of the aides performed well on the job. To further substantiate this, 142 of 147 teachers felt the aide program should continue with 5 teachers indicating that the program should be dropped. However, the data also indicated that there is an absence and tardiness problem. Fourteen percent of the teachers indicated that their aides were absent 3 or more days each month. Eleven percent of the teachers indicated that their aide was late for work 3 or more days each month.

Some of the more significant recommendations provided by teachers include:

1. Teachers need more time to spend with aides for preparation.
2. Keep qualified people assigned to the same teacher next September.
3. Provide some time before school begins for the teacher to work with her aide in preparing for the beginning of the school year.
4. More inservice for aides.
5. More hours of employment for aides.
6. Provide summer inservice and preservice training for aides.
7. Pullout inservice for aides should not be done during classroom time.

Summary

The first three objectives "to increase skills in utilizing instructional materials devised for specific reading programs; to increase skills in utilizing instructional materials devised for specific mathematics programs; to increase skills in the operation of equipment deisgned for the mathematics and reading programs" were attained. No objective measurement was attempted to assess the amount of increase in the skills of the classroom aides. A pull out inservice program was initiated in January at all public compensatory schools for instructional aides. Mathematics and Reading resource teachers conducted most of the inservice. This was an augmentation to the inservice provided in the classroom for the aide by the teacher.

The objective "ninety percent of the aides are indigenous to the attendance areas involved" was fulfilled.

The objective "fifty percent of the aides who enter and complete the first year will continue in the program to earn the equivalent of an AA" could not be assessed at this time. However, the data collected indicated that 65% of the aides were engaged in at least one type of professional development activity beyond normal school inservice. (attending college extension, attending college, attending junior college, attending adult school)

The objective "eighty-five percent of all aides completing the first year will remain for a second year" could not be assessed at this time. There was a 30% turnover in aides during the school year. Losses during the summer vacation will be measured in September 1970.

PART THREE

FAIR CHANCE INTERN

I. Objectives

To provide additional certified staff to carry out the objectives of the mathematics and language program at specified schools.

II. Narrative Description

Twenty-one interns were hired under this program for the Title I school. They were placed as follows:

Calwa	2
Franklin	2
Jefferson	9
Kirk	8

The interns were employed by the Fresno City Unified School District as certificated personnel to provide teaching services from 8:00 a.m. to 12:00 noon daily for the regular school year.

III. Evaluation

Two questionnaires were used to collect the data regarding this program. One questionnaire was sent to the master teachers, a second questionnaire was sent to the interns who were employed for the Title I schools. (See Items 9 and 10 of the Appendix). Although each of the 13 interns responding indicated that he had begun work in September 1969, the teachers' responses indicated that 13 of the 21 teachers did not have an intern during the fall semester. The data would indicate that the interns were assigned to different teachers during the academic year. Responses indicated that interns were hired for 20 hours per week; working hours were from 8:00 a.m. to 12:00 noon.

Nine of the 15 teachers responding indicated that they preferred having a student teacher over having an intern. Comments of the teachers indicated:

1. Interns had the normal problems of new teachers.
2. Some interns held educational philosophies which were in conflict with the educational philosophy of the master teacher.
3. Interns tended to be idealistic.
4. Better screening is needed of candidates for this program.

All but one of the interns responding indicated that they were primarily used to support the mathematics and reading programs. Eight of the 13 interns responding indicated that they were in charge of the class part of the time during the year (team teaching) with five indicating they had full charge of the class during part of the school year. Comments of the interns are summarized as follows:

1. The intern is placed in the awkward position of being a teacher but yet not a teacher.
2. More minority people should be recruited for this program.
3. The program emphasizes team teaching, but in effect it turned out to be merely student teaching.

The objective was fulfilled. Twenty-one interns served at four schools from 8:00 a.m. to 12:00 noon each day.

PART FOUR

LIBRARY SERVICES

I. Objectives

A. In conjunction with the teacher, to increase the students' interest and use of library materials.

II. Narrative Description

School libraries exist at each of the public compensatory schools. At Winchell and Lincoln full-time librarians have been hired using Title I funds. At Franklin a full-time library clerk was employed. At the other compensatory schools half-time library clerks were hired using District funds. (The district provides a part time clerk at each of the non-compensatory elementary school libraries.)

The Reading Centers at the Winchell and Lincoln schools were used this past school year as places of innovative change. The librarians felt that a fixed library schedule and the traditional programs of library instruction were not meeting the needs of the children or correlating with the schools' instructional program.

In both schools, the idea of using the library as a learning station--an extension of the learning centers principle being used in the classrooms--was adopted. Library lessons were planned as a series in four areas: books, the card catalog, the Dewey Decimal System, and reference, using the new district elementary guide, Presenting Library Skills in the Resource Center, and other materials provided by the Elementary Library Department. The lessons were given by the librarians to children coming to the library in small groups with individuals working on different assignments according to need.

The librarians felt that they did not reach all students with as many lessons as each was capable of handling. However, they felt certain that by beginning the program early in the fall, they could achieve such a goal.

III. Evaluation

Circulation figures for libraries at each of the Title I schools are given in Table 1.

TABLE I

BOOK CIRCULATION FIGURES 1968-69 AND 1969-70 FOR COMPENSATORY SCHOOLS

	1968-1969 Total Circulation	1969-1970 Total Circulation	Change
Augmented			
Winchell	16,356	16,374	+18
Lincoln	11,328	11,328	None
Franklin	10,651	6,980	-3671
Not Augmented			
Calwa	9,272	7,603	-1669
Columbia	8, 027	8,822	+ 795
Jefferson	8,979	7,340	- 1639
Kirk	2,512	4,721	+ 2209
Teilman	3,808	5,591	+ 1783

Comments from the head librarian for the District serve to explain the circulation data:

> The Lincoln school library circulated fewer books than last year, but the actual use of the Resource Center was much greater. The children did much more research work at school and did not take as many books home. The Winchell school circulation figures are approximately the same as last year. Enthusiasm for the new library programs on the part of the faculties, the students, and the librarians, showed a definite increase.
>
> At the Franklin School the library clerk was absent most of the spring semester. A succession of substitute library clerks, with two different people working each day, kept the library open for check-out and reference work. This limited the library program. It also is reflected in the year's circulation figures which show a decrease from the previous year.

The objective was only partially attained. The narrative describes the nature of augmented services offered at the three Title I schools concerned. The volume of circulation was not affected at Winchell or Lincoln, where full time librarians served. The volume of circulation at Franklin fell approximately 34% seemingly due to the illness of the full-time library clerk. Volume at some of the unaugmented Title I schools rose.

PART FIVE

NUTRITIONAL BREAK

I. Objective

To provide a nutritional supplement each morning for each child in the public compensatory schools.

II. Narrative Description

The nutritional break involved eight Title I schools, was implemented September 8, 1969 and terminated June 11, 1970. The program served disadvantaged students grades K-6. These students were served milk and graham crackers at approximately 10:00 a.m. each school day. There were 741,325 servings furnished over the entire year.

The nutritional break was conducted in the classroom with no extra help in utilizing instructional aides and students as the method of service.

The cost of the milk with reimbursement, the crackers, straws, and napkins was .065 cents per child per day.

III. Evaluation

Questions included in one part of a teacher's questionnaire dealt with the nutritional break activity. See Item #8 of the Appendix. One hundred sixty of the 162 teachers responding indicated that students in their classrooms were regular participants in the nutritional break. The two teachers giving a negative response were from St. Alphonsus school, a non-public Title I school, which did not participate in the nutritional break activity during 1969-70. One hundred forty-nine of 157 teachers responding indicated that the milk and graham crackers were available for distribution regularly at 10:00 a.m. each school day. Teachers' comments indicated:

1. Teachers generally believed that the program had beneficial affects on children's attitudes and attention to instruction.

2. Teachers generally believed that in many cases the nutritional supplement was needed because quite a few of the children had not eaten breakfast at home.

The objective "to provide a nutritional supplement each morning for each child in the public compensatory schools" was fulfilled. Responses to teacher questionnaires seem to indicate that the ingredients were served at the proper time without problem.

PART SIX

MORE CAPABLE LEARNER

I. Objectives

A. To provide additional opportunities for children with academic potential primarily in the area of science.

B. To provide additional opportunities in the area of language arts.

II. Narrative Description

The More Capable Learner Saturday Enrichment Program was a program for the more capable learners in the sixth grade of the eight compensatory schools. Lincoln was the regional center where the classes were held. There were eighty-five students in the program. This year the staff included five teachers, a coordinator and a clerical aide. All of the teachers were regular employees of the District.

Classes met every Saturday morning beginning October 4, 1969 and continuing through May 23, 1970 from 9:00 a.m. to 12:00 noon and occasionally longer, depending on the activity involved. Study trips usually lasted from four to six hours depending on their location.

Planning meetings that involved the teacher and the coordinator were scheduled by the coordinator weekly. At these meetings the program was planned, materials were prepared and developed, guidelines were established, and various phases of the program evaluated. The curriculum was broad and included science, mathematics, music, art, literature, public speaking, tumbling, crafts, rocketry, civics, and creative writing. Students participating had an opportunity to work independently and through research completed a study in depth on a topic in which they possessed a special interest. A Project Fair was held in May at which time students displayed their various projects and activities. Resource speakers and study trips made up an important part of the program.

III. Evaluation

Student interest and attendance this year was excellent. Between 85 and 90 students were present each Saturday. Twenty students had perfect attendance, twenty missed only one Saturday and eighteen missed two Saturdays. Initially the program called for 120 students for the program. One hundred students were recommended by the principals and sixth grade teachers. To meet the selection criteria, these students were in the upper 15% of their classes in academic standing and were recommended by their teachers. There were some dropouts but eighty-five completed the program in May 1970.

A questionnaire was sent to the parents of each of the participants. (See Item #11 of the Appendix). Fifty parents completed the questionnaire. All but three indicated that their child began the program on October 4, 1970. The other three indicated that their child began the program after October 4, 1970 indicating that there were a few replacements for students who dropped. The parents' responses confirmed the remarkable attendance record for this Saturday morning program: 13 indicated a perfect attendance record, 10 indicated only 1 day missed, 10 indicated 2 days missed, 5 indicated 3 days missed, 10 indicated 4 or more days missed.

Twenty-seven children lived within 2 miles of the school. However, three children lived more than 7 miles from the school which gives rise to a concern as to whether these children were in fact residents of the target school area. Project Balance brought over 200 students from the more affluent areas into Lincoln school as part of the District's plan for integration. It would appear that some of the participants might have been children who were enrolled at Lincoln as a part of Project Balance which would account for the distance traveled. Bus service was provided to children of 42 of the 50 families responding.

Parent responses were strongly in favor of this program. Several parents recommended that a Saturday program be initiated for children who had average or less than average academic abilities. Parents generally expressed the belief that their child enjoyed the program and was stimulated by the instruction. One parent suggested that this program be extended to junior high schools.

The two objectives of this element were fulfilled. The instructional program as presented provided opportunities in both science and language. The responses of parents to the questionnaire indicate a strong support for the More Capable Learner program.

PART SEVEN

STUDY TRIPS

I. Objectives

A. To provide additional language experience activities directly related to the reading/language programs.

II. Narrative Description

During the first two weeks of the 1969-70 school year, teachers in all eight of the Compensatory Schools and St. Alphonsus were inserviced on the mechanics of preparing request forms, confirmation forms, and evaluation forms for study trips. Teachers were also inserviced in the proper distribution of these forms and the necessary follow-up procedures.

All eight Compensatory Schools, St. Alphonsus and the Preschools initiated their Study Trips Program during the first few weeks of school in September. Those participating along with the students were principals, teachers, aides, interns and parents.

The majority of the trips in the metropolitan area of Fresno were taken between the hours of 9:30 a.m. and 2:30 p.m. Christmas Tree Lane, the Opera, ballets, Children's Theater and the Kingsburg Observatory were taken during the evening or on Saturday. The only out-of-town trips scheduled during the week were places which are not in operation on weekends such as the State Legislature in Sacramento. Saturday trips included such places as Morro Bay, Yosemite National Park, Universal Studio, Hollywood, etc.

During the 1969-70 school year, approximately 690 study trips were taken by the students in the eight Compensatory Schools and St. Alphonsus. Approximately 20% of the study trips were out of town. A tally of the number of passenger trips is shown on the following page in Table 1. Places visited are listed on pages 3.25 and 3.26.

TABLE 1

NUMBER OF STUDY PASSENGER TRIPS TAKEN

September 1969 thru June 1970

SCHOOL	NUMBER OF PASSENGER TRIPS		TOTAL
	IN TOWN	OUT OF TOWN	
Calwa	2,807	300	
Columbia	2,454	1,234	
Franklin	3,789	939	
Jefferson	4,711	876	
Kirk	982	404	
Lincoln	3,606	1,072	
Teilman	1,965	254	
Winchell	2,283	576	
St. Alphonsus	1,403	197	
Preschool	3,390		
	27,390	5,852	
Special Events (not listed by school)	2,049		
			33,242*

574 Elementary Trips
116 Preschool Trips

690 Total Trips for 1969-70 School Year

* Adults included in totals

STUDY TRIPS

PLACES VISITED DURING 1969-70 SCHOOL YEAR

In Town

Del Webb Towne House

Valley Childrens Hospital

Kearney Mansion

Denair Aviation (Chandler Field)

Fresno Air Terminal

Duncan Ceramic

Producer's Dairy
Bar 20 Ranch

Harpain's Dairy

Borden's Dairy

Danish Creamery

Granny Goose

Pepsi Cola

United States Post Office (Main)

Fresno Police Department

County Library (Main)

Fresno Bee

Firestation (Iowa and First)
(Fresno and "E")

Roeding Park
Zoo
Storyland

S.P.C.A.

Fresno Art Center

Tortilla Factory

Pena's Bakery

Security First National Bank

Bank of America

Air National Guard

Court House

Opera Workshop

Mall (tour)

Gottschalk's

Civic Center

Fresno State College
Baker Hall
T.V. and Radio Station
Art Department
Experimental School
F.S.C. Farm

City College

Continental Market

Albertson's Market
Albertson's Bakery

STUDY TRIPS

PLACES VISITED DURING 1969-70 SCHOOL YEAR

Out of Town

Sun Maid Raisin Company
Kingsburg

Kingsburg Observatory

Lemoore Naval Air Station

Armstrong Rubber Company
Hanford

Spreckel's Sugar
Mendota

Legislature
Sacramento

Sutter's Fort, California

Columbia, California

Friant Dam
Fish Hatchery

Bayley Mfg. Co.
Sanger

Madera (train ride to Fresno)

Point Lobos National Park
Point Lobos, California

Sequoia National Park

Yosemite National Park

San Francisco

San Jose

Shaver Lake, California
Tamarack Ridge

Universal Studio
Hollywood

Oakdale, California
Hershey Chocolate Plant

North Fork, California
Lumber Mill

San Juan Bautista Mission,
California

Morro Bay, California

Dinuba, California
Sequoia Forest Products

Art Gonzales Museum
Selma, California

Teachers at each of the eight public compensatory schools and St. Alphonsus were inserviced on the mechanics of requesting and conducting study trips on the dates provided below:

September 15, 1969 -	a.m.	Jefferson
September 16	a.m.	Teilman
September 16	p.m.	Franklin Columbia Winchell
September 17	p.m.	Calwa
September 18	a.m.	Lincoln
September 18	p.m.	St. Alphonsus
September 23	p.m.	Kirk

At these inservice sessions teachers were provided with information concerning all aspects of the study trip activity, such as:

A. General information related to forms and how they should be completed to insure confirmation of the trip requested.

B. Explanations as to how confirmations were mailed back to the school. Teachers were advised of their responsibilities for making their own study trip arrangements--destination, confirmation and cancellation. Notice of cancellation or change of destination was required at least 24 hours in advance of confirmed date.

C. Every teacher whose class took a study trip had to complete an evaluation form and send it to the Compensatory Office within ten days after the trip - e.g. three classes go to the Zoo on October 2-3, evaluation forms were to be completed by the three teachers.

D. Bus schedule limitations were explained; the available time during week days being 9:30 a.m. to 11:30 a.m. and 12:30 p.m. to 2:30 p.m.

E. Some out-of-town trips would be accepted such as visiting the State Legislature. Other out-of-town trips would require approval of the program Director.

III. Evaluation

A part of one of the teacher's questionnaires contained questions related to the study trip activity. (See Item 8 of the Appendix). The following statistical data is extracted from selected questions taken from the summary of teacher responses (Item 8 of the Appendix).

Question 1: Please indicate the number of ESEA Title I study trips that your class has taken during the 1969-70 school year.

Number of Trips	Number of Responses
1	17
2	25
3	35
4	22
5	18
6	17
7	8
12	11
20	2

The median was 4 trips. The data indicates that quite a few teachers took too little advantage of this opportunity while a few took more trips than should be expected.

Question 2: Did you find the transportation arrangements to be satisfactory?

Yes 120 No 16

Principal reason for the "no" answer involved difficulty with bussing: scheduling problems, buses were late in arriving at the school, or buses were crowded.

Question 4: Do you believe that the study trips stimulated your students' interest in reading and language?

Yes 116 No 11 Don't Know 22

Teachers responding "yes" to this question indicated that students profited from the experience by having more to talk and write about. They also indicated that the trips were tied to classroom discussions and written exercises.

Question 7: How often did you use follow-up activites as an integral part of study trips?

Always 129 Sometimes 25 Seldom 3 Never 0

The responses to this question are related to those for question 4 in that they indicate that most teachers planned some follow-up classroom activities to take advantage of the trip experience.

Question 10: Do you feel that study trips should be continued during the next school year?

Yes 154 No 1 Don't Know 2

In spite of the fact that 11 of the teachers did not feel that the study trips stimulated interest in reading and language and another 22 teachers were not sure (See question 4 above), the responses to question 10 indicated an overwhelming support for the continuation of this activity.

Teachers were asked to make suggestions as to how this activity could be improved. The greatest number of suggestions centered around the need for more flexibility in scheduling. Teachers wanted to adjust the hours that the buses would be available. During the regular school day there was a restriction on the hours District owned buses could be made available for study trips.

The objective was fulfilled. Approximately 33,000 passenger trips were made during the year. The places visited seem to indicate that care was taken in screening the trips.

PART EIGHT

HEALTH SERVICES

I. Objectives

A. To locate pupils in the Compensatory Schools and the 50 Preschools who appear to have nutritional deficiencies

B. To do continuous health education with parents regarding nutrition; refer for medical treatment; supplement food intake at school, periodically reevaluate health status of pupils during the school year.

II. Narrative Description

This was a special activity implemented at the compensatory schools and preschools as an augmentation to normal health services provided by the District and over and above the commitment made in the application for this project. In order to determine which pupils needed specific attention, the following was considered:

Teacher/nurse observation
Height and weight index
Medical evaluation (preschool child)
Past health history

Five regular school nurses serving two or three additional schools not in this project, undertook this special task. Four and three-fifths preschool nurses surveyed all fifty preschool classes. Conferences were held with the principals to discuss the project and the need for faculty involvement. Teachers were alerted by the school nurse to observe and refer any pupil whom they suspected as being undernourished, obese or lethargic. Utilization of the pamphlet Looking at Health, teacher observation sheet and pamphlets on nutrition (Dairy Council) were used along with discussions developing teacher awareness of nutrition to health.

From teacher referrals, nurse's observation and review of existing health data, a group of pupils - 113 (68 preschool and 45 K-6 pupils) were identified for continued follow up.

Preschool pupils (age span 4-5 years)			68
Elementary School Pupils:	Special	3	
	Kdgn.	7	
	1st	3	
	2nd	1	
	3rd	11	
	4th	5	
	5th	10	
	6th	5	45
			113

After the pupils were identified, nurses counseled pupils in elementary grades and the parents of all identified pupils, elementary and preschool, were contacted regarding nutritional status. This was done by home visit or if the parents were working, a telephone contact was made. Nutrition, eating, general health habits and regime of rest and sleep were thoroughly discussed. When necessary, medical referral was initiated and telephone conferences with the child's physician were made regarding the referral. Parents in many instances related that they had some concerns and were appreciative of the efforts of school personnel on behalf of their child.

Elementary school pupils identified as being underweight were all placed on the school lunch program. Teachers of preschool pupils identified as being underweight were notified of the necessity for these pupils to eat the nutritious snacks daily. The following data indicates in part the results of this survey:

	Preschool	K-6
Condition moderately improved ...	26	15
Condition much improved	28	12
No change in condition	10	18
Dropped from school	4	0
	68	45

III. Evaluation

The following comments were provided by the Director of Health Services regarding this program: (A copy of the nutritional survey log kept by the nurses is included as Item 12 of the Appendix).

There are several variables such as family eating habits that contribute to the child's weight. The obese pupils themselves in the elementary grades need to be motivated to understand the importance of self care.

It is to be noted that in the preschool area because the nurse makes repeated home visits concerning her regular daily work, her caseload permits her time to include this type of health counseling; and because parents of this age group are more receptive to health needs then they are at an older age, the results are reflected in the data.

In spite of the heavy caseload being carried by the district nurses which in two instances included junior high schools in this project, nurses made an average of from four to seven parent contacts which is a time consuming factor. Even though the end results at this time do not indicate a great change at this grade level, it is anticipated that the pupils themselves because of this concentrated counseling by the nurse, have become aware of the importance of nutrition as it relates to health.

The two objectives of this element of the program were fulfilled. The narrative describes the nature of activities conducted. One hundred and thirteen children were identified for this program.

APPENDIX

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2. Guidance Questionnaire 3.36
3. Distribution of Responses to the Guidance Questionnaire for Teachers (Pre Test) 3.37
4. Distribution of Responses to the Guidance Questionnaire for Teachers (Post Test) 3.38
5. Inservice Training of Aides 3.39
6. Master Schedule for Instructional Aide "Pullout" Inservice 3.41
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10. Fair Chance Interns Questionnaire 3.54
11. Parent Questionnaire on More Capable Learner 3.56
12. Nutrition Survey 3.58

Item 1

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

Principal's Questionnaire Regarding Guidance Services

Name ______________________________ School ____________________

Date ______________________________

This questionnaire is designed as a survey of opinions of principals regarding the quality of guidance activities at their schools. Please complete the form and return it to the Office of Planning and Research Services by April 30, 1970.

---

1. How many days each week has the Guidance Consultant's services been available at your school?

   ____

2. What have been the principle goals of the guidance program at your school?

   ____

   ____

3. Has a weekly or monthly calendar of guidance activities, designed to implement the goals identified in 2 above, been furnished regularly? If not, what methods have been used to keep you informed as to the progress of the guidance program at your school?

   ____

   ____

   ____

   ____

4. Has a set of records for keeping track of the progress of all children placed on individualized programs been maintained at your school?

   Yes ______ No ______

5. If yes to 4 above, how many children have been placed in this program?

   ____

6. If yes to 4 above, have follow-up reports been made on all children placed in individualized programs?

   Yes ______ No ______ Don't know ______

Principal's Questionnaire
Regarding Guidance Services
Page 2

7. Have you been kept informed as to what the District Guidance Program is for your school and what the function of the Guidance Department is in relation to the implementation of this program for your school?

Yes _______ No _______ Don't know _______

8. What has been the extent and nature of inservice regarding guidance activities at your school?

____

____

____

____

____

9. What is your overall appraisal of the quality of guidance services at your school?

____

____

____

____

____

____

____

10. What recommendations do you have for changing the guidance program for next year?

____

____

____

____

____

____

____

Add any additional comments on the back of this form.

RJH:kw
4/9/70

Item 2

GUIDANCE QUESTIONNAIRE
FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

School______________________________Grade Level________

1. If this is your first year in F.C.U.S.D., check here: ☐

2. As you understand guidance, how available are guidance services in your school? (Easily Available) 4 3 2 1 (Unavailable)

3. To what extent have you requested guidance services? (Frequently) 4 3 2 1 (Never)

4. How frequent were your contacts with your guidance consultant last year? Many____ Several____ Few____ One____ None____
   5 4 3 2 1

5. How valuable were the services? (Very Valuable) 4 3 2 1 (Not Helpful)

6. Did you get help with:

Resolving academic problems of children	(Very Helpful)	4	3	2	1	(No Help)
Parent conferencing		4	3	2	1	
Discipline problems		4	3	2	1	
Social emotional problems		4	3	2	1	
Deviant behavior		4	3	2	1	
In-service education		4	3	2	1	
Individualization of instruction		4	3	2	1	
Community agencies and professional people		4	3	2	1	

7. Did the consultant follow up on his recommendations? Usually____ Sometimes____ Never____
   3 2 1

8. What guidance services have been available? ______________________________

9. I wish the guidance consultant or department would ______________________________

RH/kw
9/10/69

ITEM 3

DISTRIBUTION OF RESPONSES TO THE GUIDANCE QUESTIONNAIRE FOR TEACHERS

Pre Test Administered September 1969

	N	Frequency Distribution				Mean
		1	2	3	4	
1. As you understand guidance, how available are guidance services in your school?	130	13	56	52	9	2.4385
2. To what extent have you requested guidance services?	135	10	68	45	12	2.4370
3. How frequent were your contacts with your guidance consultant last year?	137	25	13	61	33	2.8540
4. How valuable were the services?	126	30	62	32	2	2.0476
5. Did you get help with:						
Resolving academic problems of children	111	58	37	14	2	1.6396
Parent conferencing	113	65	29	14	5	1.6372
Discipline problems	118	65	40	9	4	1.5932
Social emotional problems	117	56	37	23	1	1.7350
Deviant behavior	114	58	34	19	3	1.7105
In-service education	112	71	28	12	1	1.4911
Individualization of instruction	112	74	28	9	1	1.4375
Community agencies and professional people	112	70	31	11	0	1.4732
6. Did the consultant follow up on his recommendations?	119	24	56	39	NA	2.1260

DISTRIBUTION OF RESPONSES TO THE GUIDANCE QUESTIONNAIRE FOR TEACHERS

Post Test Administered May 1970

	N	Frequency Distribution				Mean
		1	2	3	4	
1. As you understand guidance, how available are guidance services in your school?	137	1	39	70	27	2.8978
2. To what extent have you requested guidance services?	141	17	63	51	10	2.3830
3. How frequent were your contacts with your guidance consultant last year?	140	12	18	55	44	3.1714
4. How valuable were the services?	132	27	54	33	18	2.3182
5. Did you get help with:						
Resolving academic problems of children	116	37	42	28	9	2.0776
Parent conferencing	114	52	31	20	11	1.9123
Discipline problems	115	44	39	23	9	1.9739
Social emotional problems	119	36	44	30	9	2.1008
Deviant behavior	112	40	39	26	7	2.0000
In-service education	120	35	29	39	17	2.3167
Individualization of instruction	109	52	32	22	3	1.7798
Community agencies and professional people	105	57	35	11	2	1.6000
6. Did the consultant follow up on his recommendations?	123	18	50	55	NA	2.3008

Item 5

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

December 19, 1969

TO: Principals (Resource Teachers, Teachers and Aides)

FROM: Dick Alexander

TOPIC: INSERVICE TRAINING OF AIDES

A need has arisen to formalize a part of our inservice program for instructional aides. Attached is a master schedule for dates and topics to be utilized by resource teachers to train aides which will fulfill the pullout portion of the inservice program. In addition Team Inservice will be instituted beginning the second week in January wherein aides will be asked to participate with their supervising teacher in the weekly curriculum day inservice programs. The aides will be paid an additional hour for staying for the inservice meetings on curriculum days. Where aides are working full day shifts or are on double session shifts, please make the adjustments which are necessary to provide the aide with a team inservice program. Please contact this office for assistance in working out unique circumstances.

PULLOUT INSERVICE (aides only)

Aides will be pulled out of class every other week to be inserviced. Please see attached schedule for dates and topics.

The following times have been tentatively set:

Columbia (St. Alphonsus)	K - 3	9:45 - 10:15	4 - 6	10:30 - 11:00
Winchell	K - 3	9:45 - 10:15	4 - 6	10:00 - 10:30
Lincoln	K - 3	9:30 - 10:00	4 - 6	10:00 - 10:30
Jefferson	k - 3	10:00 - 10:30	4 - 6	10:35 - 11:05
Calwa) Teilman) Franklin) Kirk)	K - 3	10:00 - 10:30	4 - 6	10:30 - 11:00

TEAM INSERVICE (Teachers and Aides together)

Aides will be meeting along with the teachers for the weekly curriculum day inservice program. For this, the aides will be paid an additional hour each week.

Signup sheets are provided for the aides to confirm their attendance at both pullout inservice and team inservice, one sheet for each (note headings).

Thank you for your assistance. Please call if you have any questions.

Approved: Robert Miner
Gerald Rosander
Arthur Carlson

RSA/mab
12/19/69

Item 6

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

MASTER SCHEDULE FOR INSTRUCTIONAL AIDE "PULLOUT" INSERVICE

(See key below)	CG1	CG2	R1	R2	R3	R4	M1	M2	M3	M4
Columbia (St. Alphonsus)	Jan 12	Jan 26	Feb 9	Feb 27	Mar 9	Mar 30	Apr 13	Apr 27	May 11	May 25
Teilman	Jan 13	Jan 27	Feb 10	Feb 24	Mar 10	Mar 31	Apr 14	Apr 28	May 12	May 26
Franklin	Jan 14	Jan 28	Feb 11	Feb 25	Mar 11	Apr 1	Apr 15	Apr 29	May 13	May 27
Lincoln	Jan 15	Jan 29	Feb 13	Feb 26	Mar 12	Apr 2	Apr 16	Apr 30	May 14	May 28
Calwa	Jan 19	Feb 2	(M1) Feb 16	(M2) Mar 2	(M3) Mar 16	(M4) Apr 6	(R1) Apr 20	(R2) May 4	(R3) May 18	(R4) June 1
Winchell	Jan 20	Feb 3	Feb 17	Mar 3	Mar 17	Apr 7	Apr 21	May 5	May 19	June 2
Kirk	Jan 21	Feb 4	Feb 18	Mar 4	Mar 18	Apr 8	(M1) Apr 22	(M1) May 6	May 20	June 3
Jefferson	Jan 22	Feb 5	Feb 19	Mar 5	Mar 19	Apr 9	Apr 23	May 7	May 21	June 4

CG1. (Child Growth and Development)
CG2. (Child Growth and Development)
R1. (Reading: Vocabulary)
R2. (Reading: Phonetic Analysis)
R3. (Reading: Structural Analysis)
R4. (Reading: Comprehension)
M1. (Math: Numbers and Operations)
M2. (Math: Sets)
M3. (Math: Geometry)
M4. (Math: Problem Solving)

12/19/69
RSA/mab

Item 7

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

CLASSROOM AIDE QUESTIONNAIRE

SCHOOL________________________________ DATE________________________________

On the following pages you will find a number of questions pertaining to your experience as a Classroom Aide. Please answer these questions as frankly and factually as possible. On the last page you will be asked to write your suggestions and criticisms of the Classroom Aide program based on your experiences this year.

Your responses to the questionnaire are confidential. Do not write your name on the questionnaire.

PART I: General Information About the Job

1. What was your first month of employment as a classroom aide this academic year

115	26	21	3
Sept. 69	Oct.-Dec. 69	Jan.-Mar. 70	Apr.-May 70

2. How many different teachers have you been assigned with during your employment as an aide during this academic year?

93	53	14	6	2	2
1	2	3	4	5	More than 5

3. How often did you work with an individual child or with small groups of children, helping them with math or reading?

2	9	48	110
Never	Seldom (Maybe once a week)	Often (Nearly every day)	Most of the time (Every day)

4. Do you like being a Classroom Aide?

Yes 166 No 3

PART II: Inservice Training

5. How well have you been trained to perform your assigned durites as a Classroom Aide?

75	77	15
Very well trained	Trained	Not very well trained

6. Who has given you most of your inservice training? (Check one only)

77	53	2	
My teacher	Resource teachers	Principal	Other

7. Did you meet outside of class for parts of your inservice other than with your teacher?

Yes 99 No 25

8. If Yes to 7, how often did you meet?

55	81	8
Less than once a week	At least once a week	More than once each week

9. If Yes to 7, generally how long were your inservice sessions conducted outside of the classroom?

27	70	23
Less than one hour	Usually one hour	Usually more than one hour

10. Are you enrolled in the F.S.C. Extension Math 302 class now being conducted at six of the Compensatory Education schools?

Yes 40 No 125

11. If Yes to 10, at which school are you taking your training?

____

12. Are you attending the Reading Improvement Course offered by the Adult School? (Conducted at Lincoln school)

Yes 24 No 141

13. Are you enrolled in any other Adult School training programs?

Yes 13 No 151

14. Have you attended any Fresno City College courses this academic year?

Yes 49 No 107

15. If Yes to 14, how many units have you been taking? (Add the units for fall and spring semester together.)
1 (2), 11 (3), 12 (6), 3 (8), 6 (9), 1 (11½), 5 (12½), 1 (14), 2 (17)
2 (18), 1 (18½), 1 (19), 1 (21½), 1 (22), 1 (23), 3 (24), 1 (24½), 2 (25)
1 (30), 1 (34)

16. Have you attended any Fresno State College course this academic year?

Yes 44 No 121

17. If Yes to 16, how many units have you been taking? (Add the units for fall and spring semester together.)
19 (2), 2 (3), 1 (4), 4 (5), 1 (6), 1 (12), 1 (17), 1 (20), 1 (21)
2 (24), 2 (24), 1 (26), 2 (29), 3 (30), 1 (31), 1 (32), 1 (34)

18. Are you working toward a college degree?

Yes 87 No 73

19. Are you working toward a teaching credential?

Yes 75 No 79

PART IV: Classroom Aide's Recommendations

20. In the space provided below, would you tell us any ideas you may have for improving the Classroom Aide Program. Use the back of the sheet if you need more space for your comments.

21. In the space provided below, would you tell us any criticisms you may have of the Classroom Aide Program. Use the back of the sheet if you need more space for your comments.

22. Do you plan to return as a Classroom Aide next September?

Yes 130 No 7 Don't know 27

23. If No to 22, would you please tell us why you do not plan to return.

Item 8

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

SCHOOL______________________ GRADE______________________

This is a survey of teachers' opinions regarding Study Trips, Classroom Aides, Home-School Liaison and Nutritional Break. Teachers at each of the eight Compensatory Education Schools are asked to participate in this survey. Please complete the questionnaire and return it to the Office of Planning and Research Services, Fresno City Unified School District.

PART I: Study Trips

1. Please indicate the number of ESEA Title I study trips that your class has taken during the 1969-70 school year.

   17 (1), 25 (2), 35 (3), 22 (4), 18 (5), 17 (6), 8 (7), 6 (8), 11 (12), 2 (20)

2. Did you find the transportation arrangements to be satisfactory?

   Yes 120 No 16

3. If your answer is "No" to question 2, please tell us about the problems you had with the busses and the scheduling.

4. Do you believe that the study trips stimulated your students' interest in reading and language?

   Yes 116 No 11 Don't know 22

5. If "Yes" to question 4, in what ways did this increased interest manifest itself?

6. How often did you use pre-trip classroom preparation as an integral part of the study trip?

Always 124 Sometimes 30 Seldom 3 Never 0

7. How often did you use follow-up activities as an integral part of study trips?

Always 129 Sometimes 25 Seldom 3 Never 0

8. Do you believe that the motivation derived by the student from the study trips had a positive influence in the development of basic skills in language and reading?

Yes 116 No 8 Don't know 31

9. If "Yes" to question 8, would you please tell us why and how you believe the study trips helped to increase your students' performance in language and reading.

10. Do you feel that study trips should be continued during the next school year?

Yes 154 No 1 Don't know 2

11. Would you please give us the benefit of any recommendations you may have for improving the study trip program.

12. Would you please give us any criticisms of the study trip program that you may have.

PART II: Classroom Aide

1. How many different classroom aides have been assigned to you this academic year?

1 103 2 49 3 6 4 2 5 5 More than 5 3

2. Considering the skill and experience of your aide, indicate what you feel was the best utilization of the aide in your classroom. (Check 1st and 2nd choice.)

(1) 37 (2) 1. Helping the teacher with clerical duties. (Example: Taking role, distributing books and supplies, picking up and returning instructional equipment.)

(1) 58 (2) 2. Helping the teacher by preparing materials for the class. (Example: Displaying student work, preparing bulletin boards, preparing workpapers, preparing ditto stencils.)

(1) 4 (2) 3. Helping the teacher by caring for the children. (Example: Watching the children during recess, assisting children with their clothing, assisting the teacher to maintain safety and behavioral standards in the classroom.)

(1) 19 (2) 4. Helping the teacher by working with an individual child or with small groups of children. (Example: Reading to small groups of children, tutoring students under the teacher's direction.)

3. How often did your aide work with an individual child or with small groups of children, helping them with math or reading?

0	4	30	82
Never	Seldom (Maybe once a week)	Often (Nearly every day)	Most of the time (Every day)

4. How often was your aide absent? (If you have had more than one aide, generalize.)

83 0 to 2 days a month

13 3 to 5 days a month

1 More than 5 days a month

5. How often was your aide late to work? (If you have had more than one aide, generalize.)

84 0 to 2 days a month

7 3 to 5 days a month

4 More than 5 days a month

6. In your opinion, was the performance of your aide satisfactory?

Yes 82 No 2 Yes and No (if applicable) 11

7. If "No" or "Yes and No" to question 6, will you tell us about the problems you had with your aide?

8. Based on your experience with an aide this year, do you think that the classroom aide program should be continued again next year?

Yes 142 No 0 Don't know 5

9. If the program is to be continued, how can it be improved? (Please give us the benefit of your opinions.)

10. Do you have any criticisms of the program as it was conducted this year?

PART III: Home-School Liaison

1. Did you utilize the services of the Home-School Liaison at your school?

Yes 113 No 13

2. If "Yes" to question 1, what was the principle reason for your referrals to the Home-School Liaison?

Attendance	Tardiness	Discipline	Health	Other
72	19	22	27	35

3. If "Yes" to question 1, did the Home-School Liaison take prompt follow-up action on your referrals?

Yes 102 No 4

4. Briefly describe your impressions as to the quality of the follow-up action taken on your referrals to the Home-School Liaison.

Comments indicated that generally speaking follow-up action was prompt and action taken satisfactory.

PART IV: Nutritional Break

1. Have your students been regular participants in the Nutritional Break program?

Yes 160 No 2 Don't know 0

2. If "Yes" to question 1, has the milk and graham crackers been available for distribution regularly at 10:00 a.m. each school day?

Yes 149 No 7

3. If "No" to question 2, what problems have you had in obtaining the necessary supplies?

4. Do you believe the Nutritional Break has had any affect on student achievement? Please explain.

5. Do you believe the Nutritional Break has had any affect on student discipline? Please explain.

ADDITIONAL COMMENTS SHOULD BE PLACED ON THE BACK OF THIS SHEET.

RJH:kw
4/30/70

Item 9

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

SCHOOL ______________________ DATE ______________________

This questionnaire is designed as a survey of the opinions of teachers who have been supervising a Fair Chance Intern during the academic year 1969-70. Please complete the form and return it to the Office of Planning and Research Services.

1. Did you have a Fair Chance Intern assigned to you this academic year?

13 Yes ______ No

If your answer is yes to question one, then complete the form. If your answer is no, return the form without going any further.

2. When was the Intern assigned?

September (9), January (9), February (4)

3. How many hours each day was the Intern employed?

3½ (1), 4 (15)

4. How did you utilize your Intern?

5. Did you have any problems with your Intern? Please identify.

158

3.52

6. What is your overall opinion of the Fair Chance Intern program?

7. Do you think the function of an Intern in your room further enhanced the quality of education for your students?

9 Yes

3 No

2 Don't know

8. If you had your choice, which would you prefer:

4 a. An Intern

9 b. A Student Teacher

3 c. Neither

1 d. Either

Additional comments can be put on the back of this sheet.

RJH:kw
5/12/70

Item 10

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

SCHOOL____________________ DATE____________________

This questionnaire is designed as a survey of Fair Chance Interns regarding their experience in their assignments during the academic year 1969-70. Please complete the form and return it to the Office of Planning and Research Services by May 1, 1970.

1. What was your first day of employment as a Fair Chance Intern this academic year?

   Sept. 1 (1), Sept. 2 (5), Sept. 3 (4), Sept. 7 (1), Sept. 8 (1), Sept. 15 (1)

2. What are your regular hours of employment?

   20 hrs./wk., 8:00 - 12:00 (11), 8:00 - 12:15 (2)

3. What has been the normal classroom teaching situation? (Check the one which is most typical.)

   _____ A. I spend most of my time preparing materials for the teacher.

   __4__ B. I help the teacher by working with small groups or individuals.

   __8__ C. We team teach so that I teach the class on certain days.

   __5__ D. I am in full charge of the class. My master teacher supervises my work.

4. Has most of your efforts been directed toward supporting the math and language instruction of your students?

   Yes __13__ No __1__ Don't know _____

5. If your answer is no to question four, please tell in which instructional areas most of your efforts were directed.

   ____

   ____

   ____

   ____

6. Have you made any study trips with your students?

Yes 13 No 1

7. If yes to six, how many study trips have you taken with your students?

1 (1), 3 (2), 3 (3), 4 (4), 1 (6), 1 (7)

8. Please give us your criticisms of this program.

9. Please comment as to how you feel this program might be improved.

Additional comments may be placed on the back of this sheet.

RJH:kw
4/13/70

Item 11

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

This questionnaire is designed as a survey of parents' opinions regarding the More Capable Learner program. Please complete the form and return it to the Office of Planning and Research Services, Fresno City Schools.

---

1. Has your child been in the More Capable Learner program since it started on October 4, 1969?

   Yes 47 No 3 Don't know ______

2. If no to question one, on what date did your child start this program?

   10/11/69, 3/30/70, a few weeks after it began

3. Has your child been enrolled in this program before?

   Yes 2 No 48 Don't know ______

4. If yes to question three, when?

   ____

5. How many Saturdays has your child missed since he started the program?

   0 (13), 1 (10), 2 (10), 3 (5), 4 (3), 5 (2), 6 (3), 7 (1), 8 (1)

6. How far in miles does your child travel in going to the Lincoln School from your home? (One way)

   1/4 (3), 1/2 (3), 3/4 (1), 1 (11), 1 1/2 (3), 2 (5), 3 (7), 3 1/2 (3), 4 (3)
   4 1/2 (1), 7 (1), 9 (1), 14 (1)

7. How does your child get to and from the Saturday morning program? (Mark one only)

   8 A. Walk

   2 B. Rides with parents or friend

   42 C. School bus

   ______ D. Other (Please specify)

   ____

8. Does your child like the program?

   Yes 47 No 1 Don't know ______

9. Please give us your overall criticisms of the program.

10. Please give us your recommendations for improving this program.

Add any comments on the back of this sheet.

RJH:kw
4/13/70

FRESNO CITY UNIFIED SCHOOL DISTRICT

NUTRITION SURVEY

1969-70

SCHOOL CALWA SCHOOL

PUPIL DATA	DATE	WT.	HT.	PROBLEM: INCLUDE TEACHER OBSERVATION	PLACED ON LUNCH-SNACK PROGRAM	DATE AND RESULT OF HOME VISIT AND REFERRAL	DATE	WT.	HT.	END OF YEAR RESULT INCLUDE TEACHER COMMENTS
Fuentes, Martha 4138 Calawa Age 11 Grade 5	10-69	178	57	Obesity Shy, - babyish - "Doesn't try". Slow worker. Does not participate.	Snack	12-3-70, Parents express concern about child's weight, but had no that of positive approach - short term goal. Nurse asked for medical supervision, but stressed four basi foods for family.	12-1-69 1-26-70 2-70 3-70 4-3-70 4-13-70	172 180 182 186 180 172	57 Dr. Stanley Lee 57½	4-13-70, Recent dramatic change. Child coming out of herself. Volunteers information about self. Runs and pla Beginning to care about school. 5-13-70, Taking Rx. for hypothyroidism. 5-13-70, Somewhat o a set back past two weeks.(under care)
Sauceda, Gracie 3831 E. Eugena Age 9½ Spec. Ed.	10-69	46	49¼	Thin, Wiry - Poor dental care. Immature, withdrawn child with very short attention span. Fidgety.	Snack	12-8-69, Mother expresses worry about Gracie. Will take her to PMD.	11-69 12-69 2-70 3-70 4-70	44 46 45 46 47	49¼	(needs further follow-up) 1-13-70, Attention span has increased by about 5-10 min., but it varys. Graci has Rx. from PMD an goes to him periodically. Has had so dental correction, and eye exam. Pick on face. Much help still needed.
Carrillo, Anthony 2677 S. 11th Age 5 Kindergarten	11-69	84	48½	Obesity Awkward, almost grotesque walk. Limps (?) (Tight shoes)	No snack	11-69, Mother awar of child's problem: Knock knees - pes planas - Myopia with astigmatism - Speech, plus Obesity. Has sought medical care.	12-69 2-70 4-70 5-70	86½ 88 89 90	 49 50	4-70, Very little change in child's behavior; but, walk is improved. 5-25-70 Does not seem as obese nor as awkward One-inch growth quit noticeable.

SECTION 4

INTERGROUP RELATIONS ACTIVITIES

ABSTRACT

The main effort of the home-school liaison activities were in direct support of the adminstrative function of the school. (making home contacts related to absences, tardiness, health and other problems.) Although a considerable effort was expended toward reducing the rate of absenteeism, liaisons were not able to reduce the percentage of children missing 27 or more days of school a year. Liaisons attempted to recruit parents for adult school classes by direct contact and assisting in the circulation of information regarding courses offered. The adult school attendance at the two schools most directly serving the target area had a significant drop in attendance from the previous year. It is conjectured that these two problems are so broad in scope that they go beyond the capabilities of the home-school liaison and require a coordinated effort by a larger element of the school and community. Liaisons participated in a wide variety of activities which served to improve communications between the home and the school. The impact of these activities could not be measured.

Twenty-seven exchange assemblies or study trips were conducted during the period February 13, 1970 and April 29, 1970. These trips were designed to bring minority children from the target area together with children from schools that had predominatly white student populations in an enviroment that would provide the maximum opportunity for an intercultural exchange experience. Based on teacher post-trip evaluation reports, the quality of the experience was improved when children were brought together in a rather loosely supervised recreational environment.

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PART ONE

HOME-SCHOOL LIAISON ACTIVITIES

I. Objectives

A. To increase minority student involvement in extracurricular and co-curricular activities.

B. To increase the number of Spanish language communications to non-English speaking parents.

C. To increase the awareness of teachers with regard to feelings and individual needs of students.

D. To increase parent-school contact ratio of minority group parents.

E. To increase minority group attendance at school-sponsored activities.

F. To reduce the number of teacher discipline referrals among identified counselees.

G. To reduce the absentee rate among students identified by the school staff.

H. To increase adult school attendance.

II. Narrative Description

The home-school liaison activities for the 1969-70 school year were conducted by eight liaisons working in the eight public compensatory schools. Seven of these were funded under Title I. Their assignments were as follows:

Albina Romero	Calwa, Full-time	Mexican-American
Pete Garcia	Jefferson, Full-time	Mexican-American
Connie Ramerez	Teilman, Full-time	Mexican-American
Elva Sanchez	Lincoln, Full-time	Mexican-American
Marie Mathershed	Kirk, Half-time Columbia, Half-time	Black -
Angie Oftedal	Franklin, Half-time	Mexican-American
Juanita Daniels	Franklin, Half-time	Anglo
June Guzman (Not funded under Title I)	Winchell, Half-time, Half-time Bilingual Secretary	Mexican-American

Of the seven Title I liaisons, three had been employed by the District in a similar capacity prior to the beginning of the school year. The other four liaisons were hired as graduates of the E.P.D.A. Training Program conducted by the District during the Summer of 1969. A job description for home-school liaisons uniformally used through the eight schools is included as Item 1 of the Appendix to this section.

From September through December, 1969, the home-school liaison activities were divided geographically into two areas. A Human Relations Consultant working directly under the District Director of Human Relations was assigned as coordinator for activities conducted within each of the areas. Area I included: Calwa, Winchell, Jefferson, Teilman. Area II included: Kirk, Franklin, Lincoln, Columbia. Beginning in January, 1970, home-school liaison activities were consolidated under one coordinator, Mr. Carlos Encinas. Mr. George Finley became responsible for coordinating intercultural exchange activities for the Title I schools. Both consultants were responsible directly to the Director of Compensatory Education. The job description for the position of coordinator of home-school liaison activities, as revised, is included as Item 2 of this section of the report.

To assist the coordinator monitor the activities within this component, staff meetings were held each week at which time technical problems concerning the functions of the job and special case problems were discussed and inservice training was provided. In January a monthly recurring report was established which provided data related to home-liaison activities from each of the eight schools. A copy of the Calwa report for April, 1970, is included as Item 3 of the Appendix. Standardized data collection formats were developed and these were adopted for use at each of the compensatory schools. The system of data collection included:

A. Standardized referral forms and referral procedures.

B. File card system (record of home visits by family).

C. Home-school liaison log

D. Monthly recurring report.

During the 1969-70 school year a total of 14 inservice workshops were held for the home-school liaisons. Each workshop was approximately 1½ to 2 hours in duration. The workshops were designed to give the liaison information and training that would be of direct value to him in his daily work. As indicated by the home-school liaison workshop schedule (see Item 4 of the Appendix) the first four workshops were structured to give the liaisons information regarding certain departments with which they would either be in direct contact or would need information about. Six of the workshops were devoted to "Incident Training Sessions." Each liaison was given an incident which he read to the group. Then the liaison would attempt to tell how he would handle that particular incident. Once he had told how he would handle it, he was questioned by the other liaisons and thus had to justify his procedures or accept his mistakes and revise his approach. This type of training was of great value to the liaisons in that it gave them an opportunity to see their mistakes and also be exposed to different techniques that could be utilized in their work. The last four sessions again were informative type workshops. All consultants used for the workshop were from the District with the exception of the gentleman from the Welfare Department. Attendance by liaisons was mandatory for each inservice meeting.

III. Evaluation

It appears that the duties of the home-school liaison are of two types; those activities that support the administrative needs of the school, and those activities that support the human relations programs of the District. Objectives identified with this component reflect both areas of responsibility. A check of the home visitation logs indicated that the major effort of home liaison activities was directed toward home contacts related to administrative problems of the school such as discipline, health, or tardiness. This seems to be natural since the liaison is directly responsible to the principal and the referral sheets originated by teachers, principals, nurses, etc., are the prime input requiring the liaison to make a telephone call or visit to the home. Some activities which might be categorized as relating to the function of human relations were: helping to recruit parents for school tours, bilingual assistance to teachers during parent conferencing, providing assistance to professionals administering tests which require bilingual support, recruitment of parents for adult school programs, including special classes such as citizenship classes, attending parent advisory group meetings, assisting with school programs involving parents, identifying and helping to satisfy special needs of poverty area children and parents that are related to school functions (transportation needs, clothing needs, health services).

Copies of the Home-School Liaison Monthly Operations Reports were furnished the Evaluator. These reports deal primarily with those activities of the liaison related to administrative support for the school. One of the elements in the report is the count of the number of bilingual written communications sent to the home. Copies of these communications are attached to the report. Table I shows the number of bilingual communications going to the home from those schools that have large concentrations of Mexican-American students.

TABLE I

NUMBER OF BILINGUAL COMMUNICATIONS SENT TO THE HOME FROM SELECTED SCHOOLS HAVING LARGE CONCENTRATIONS OF MEXICAN-AMERICAN STUDENTS, JANUARY THROUGH MAY, 1970.

School	Count
Calwa (66% Mexican-American)	18
Jefferson (59% Mexican-American)	15
Lincoln (36% Mexican-American)	10
Teilman (49% Mexican-American)	6

No count was made of the number of bilingual telephone contacts or bilingual parent conferences. Without base line data from the previous year, it is not possible to positively state that there was an increase in bilingual communications as called for in the objectives. The data does indicate that schools which had large concentrations of Mexican-American children were utilizing their bilingual liaisons for translating messages and telephone conversations. Bilingual liaisons assisted psychometrists and school psychologists in the retesting of Mexican-American students for special placement; they also assisted teachers in parent conferencing.

A questionnaire was circulated to teachers which asked them to comment regarding services rendered by liaisons. (See Item 1 of the Appendix to Section 5, Auxiliary Services.) Responses to the questions were as follows:

A. Did you utilize the services of the Home-School Liaison at your school?

Yes 113   No 13

B. If "Yes" to question 1, what was the principle reason for your referrals to the Home-School Liaison?

Attendance	Tardiness	Discipline	Health	Other
72	19	22	27	35

C. If "Yes" to question 1, did the Home-School Liaison take prompt follow-up action on your referrals?

Yes 102   No 4

D. Briefly describe your impressions as to the quality of the follow-up action taken on your referrals to the Home-School Liaison.

Comments indicated that generally speaking follow-up action was prompt and action taken satisfactory.

The responses to the questionnaire would indicate a wide-spread utilization of the liaisons' services by teachers. This does not correlate with data collected from the referral section of the monthly reports. Assuming a 20-day month for the four months, January through April, the number of teacher referrals averaged from between one to two per day. Interviews with each of the liaisons indicated that many teachers were reluctant to take the time necessary to prepare a referral slip and that the number of referrals varied with some teachers never asking for services. The recurring reports further indicate that the volume of referrals from teachers varied considerably from school to school.

Generally speaking, the reporting and data collection systems were standardized for the eight schools and the job description for the home-school liaison was the same for each of the eight schools. However, the utilization of the liaisons' services differed considerably from school to school.

The reason most often given for making a referral was "attendance problem." The reason given for most home visitations dealing with school problems (as apart from self-initiated human relations-type home contacts which are on a positive basis) was attendance. Attendance patterns were the subject of a special research study. A 15 percent random sample was made of attendance data collected from the student attendance cards for the eight public compensatory schools and the three control schools for both 1968-69 and 1969-70 school years. (See Table II) Attention was focused on the percentage of children absent 27 or more school days out of the 177 days of school available. Both excused and unexcused absences were counted. Students who enrolled after September 30, or transferred before June 1, were included in the random selection, but were not included in the tally of absences. School days missed prior to enrollment or after transfer were not counted as days absent. Students who had a break in enrollment of more than ten school days were not included in the count. The results of this study indicated that there was no change in percentage of students missing 27 or more school days during 1969-70 than during 1968-69 at the compensatory schools; while at the control schools the absences in this category rose 1%. Additional data related to the study are included as Item 6 or the Appendix.

TABLE II

PERCENTAGE OF CHILDREN ABSENT 27 OR MORE SCHOOL DAYS DURING 1968-69 AND 1969-70 SCHOOL YEARS.*

School	1969-70 Percentage Absent 27+ Days	1968-69 Percentage Absent 27+ Days
Experimental		
Calwa	8%	11%
Columbia	8%	7%
Jefferson	9%	5%
Franklin	5%	6%
Kirk	11%	2%
Lincoln	9%	8%
Teilman	5%	10%
Winchell	9%	10%
Total Experimental	8%	8%
Control		
Carver	7%	Not Available
Lowell	7%	5%
Webster	10%	9%
Total Control	8%	7%

*Source: 15% random sample, data taken from individual attendance cards.

The home-school liaisons participating in a campaign designed to increase parent participation in the Adult School programs. Part of this effort was directed at general circulation of information regarding the Adult School offerings. Part of the effort was directed toward enrollment in specific courses such as citizenship classes and home-economics classes. Adult School attendance for courses offered at Edison High School and Sequoia Junior High for fiscal year 1969-70 were compared with attendance for 1968-69. These two schools were selected because the adult participants at these schools reside predominately in the target area. Roosevelt High School had the largest selection of course offerings and the largest number of total participants, but the enrollment included a large percentage of adults who did not reside in the target area. Units of Adult School Averaged Daily Attendance (one unit A.D.A. represents 525 student attendance hours) were used for this comparison. The data in Table III shows that there was a large drop in enrollment at both schools from fiscal year 1969 to fiscal year 1970.

TABLE III

ADULT SCHOOL ATTENDANCE,* FISCAL YEARS 1969 AND 1970 AT EDISON AND SEQUOIA

Courses Offered	Fiscal Year 1969	Fiscal Year 1970
Edison		
Elementary Subjects	24.08	15.55
Typing	3.45	3.56
All Other	5.78	.42
Total Units A.D.A.	33.31	19.56
Sequoia		
Elementary Subjects	47.55	41.75
Citizenship	6.00	8.76
English for Foreign Speaking	21.06	17.91
All Other	.87	.00
Total Units A.D.A.	75.48	68.42

*Source: Adult School Office

Summary

The objective "to increase minority student involvement in extra-curricular and co-curricular activities" was a hold over from the prior year's program that included secondary schools. The objective had only limited application at the elementary level. No assessment was made.

The objective related to "increasing the number of Spanish language communications" was attained. Each of the four schools which had greater than 25% Mexican-American student population had a bilingual liaison assigned. Written communications sent to homes from these schools were bilingual after February 1970. In addition to written communications, liaisons assisted the instructional staff by translating telephone communications when necessary. Home visitations by bilingual liaisons also served to augment communications with Spanish speaking parents.

The objective "to increase the awareness of teachers with regards to feelings and individual needs of students" was successfully attained. This objective was attained through the actions programmed as a part of several components. A significant contribution was provided by the inservice training directed specifically at this objective. Classroom aides working with teachers in each classroom contributed to this end by interpreting the feelings of the students in terms of their experience as residents of the target community and members of minority groups. The liaisons contributed by their more than 3600 home visits plus an unmeasured number of telephone contacts with the home, a large percentage of which resulted from teacher referrals. Reports indicated that the liaisons took 100% follow-up action on these referrals providing the teacher and staff with information regarding the home and the community.

The objective "to increase parent-school contact ratio of minority group parents" was attained. Monthly operating reports indicated this objective was fulfilled in a number of ways. In addition to the home visits and other home contacts handled by liaisons, the liaisons were active participants in the Cinco de Mayo celebration and other school events. They attended parent group meetings. In the latter activity they represented the school and had the advantage of dealing less formally with parents than possibly teachers or administrators could.

Success of the objective "to reduce the number of teacher discipline referrals among identified counselees" could not be measured since records are not maintained which provide objective data. In this regard, it has been suggested that standardized discipline referral forms be adopted at the elementary schools similar to those now used in the District's Junior High Schools. It is estimated that 15% of all referrals and home contacts by liaisons are related to discipline problems.

The two objectives related to attendance of students at target schools and enrollments in the Adult School were not attained. There was no improvement in attendance of students missing 27 or more school days during the 1969-70 school year as compared with the 1968-69 school year. Adult School attendance dropped significantly from the previous year. These two problems are so broad in scope by their nature that coordinated effort on the part of the school and community is needed to affect an improvement.

PART TWO

INTERCULTURAL EXCHANGE ACTIVITIES

I. Objectives:

A. To increase interaction and dialogue among students of varying ethnic, national and socioeconomic backgrounds.

II. Narrative Description:

The coordinator for the Intercultural Exchange Activities assumed his new role in January, 1970. He had previously been responsible for the coordination of home-school liaison activities in Area II. The coordinator assisted teachers with planning and implementing cultural and exchange assemblies involving each of the eight public compensatory schools and St. Alphonsus School. Twenty-seven exchange assemblies or study trips were conducted during the period February 13, 1970, through April 29, 1970. These are briefly described on the following two pages. Note that in addition to the traditional visits to other schools, the program included combined study trips to a number of places of interest in the community and a picnic at Millerton Lake. Parents from both compensatory and non-compensatory schools accompanied the trips with the students.

In the conduct of the exchanges, a student from the compensatory school was paired with a student from the non-compensatory school in a sort of "buddy system." When the bus arrived each student was assigned a "buddy" that he or she was to be with until the end of the exchange. If possible, the students from the non-compensatory school were picked up first and brought to the compensatory school so that the students from the non-compensatory school would gain the benefits of the visit to the target area. (Viewing both communities, housing, businesses, etc.)

Teachers were asked to evaluate each of the trips with their students. A standard study trip evaluation form was submitted to the Director of Compensatory Education following each trip. A copy of one of these evaluation reports is included as Item 5 of the Appendix.

III. Evaluation

The Intercultural Experience activities were late starting; however, the program described in the Narrative Description indicates the volume of activity as well as the approach. Students of paired

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

INTERCULTURAL EXCHANGES AND ASSEMBLIES

		Number of Students
FEBRUARY		
February 13, 1970	Franklin and Pyle 5th graders attended the Fresno State College Black Studies Program during Negro History Week.	70
February 17, 1970	Carver presented a Negro History Program to the Fremont student body.	65
February 20, 1970	Carver presented Negro History Program to Dailey student body.	150
February 25, 1970	Lincoln presented Negro History Program to Holland student body.	150
February 26, 1970	Jefferson presented Negro History and National Brotherhood Program to Dailey student body.	350
February 28, 1970	Students from Teilman and Malloch went to the Convention Center to see "Little Red Riding Hood."	75
MARCH		
March 3, 1970	Winchell and Norseman exchange.	65
March 10, 1970	The Fresno High School play "Fences" was presented to the Columbia PTA.	75
March 12, 1970	Jefferson and Rowell visited the Air Terminal.	80
March 18, 1970	Franklin and Manchester kindergarten exchange.	65
March 19, 1970	Franklin and Gibson visited Duncan Ceramics.	
March 19, 1970	Franklin and Gibson 3rd graders visited the Fresno Museum.	
March 19, 1970	Wolters presented assembly to Calwa at 11:00 a.m. Had lunch at Calwa. At 1:00 p.m. Wolters presented their assembly to Carver.	
March 19, 1970	The Fresno High School play "Fences" was presented to Scandinavian School during a faculty meeting.	

APRIL		Number of Students
April 3, 1970	Lincoln and Bullard to Lost Lake.	70
April 3, 1970	Calwa to Thomas School.	70
April 7, 1970	Franklin and Kratt to Madera (Train Ride).	70
April 7, 1970	Franklin and Gibson to Fresno State College. Lunch at Gibson.	85
April 7, 1970	Addams and Teilman to Producer's Dairy.	70
April 9, 1970	Addams and Teilman to Harpain's Dairy.	70
April 9, 1970	Jefferson and Rowell to Millerton (2 buses).	75
April 10, 1970	Lincoln and Bullard to Lost Lake.	90
April 17, 1970	Franklin and Gibson to Junior Museum (2 buses).	85
April 24, 1970	Teilman and Addams to Kearney Mansion.	65
April 27, 1970	Powers to Jefferson. Play "Knights of the Square Table."	60
April 29, 1970	Jefferson and Rowell to Friant Dam.	75
April 29, 1970	Calwa to Norseman, and Addams. Assembly.	80

schools were brought together in a semi-recreational environment and, if encouraged, shared an enjoyable experience together. A sample of the Study Trip Evaluation Reports revealed that not all trips provided the interaction desired. In one of the reports the comments were: "To begin with the children were made to stay in their original groups closely supervised by the mothers." This would not fulfill the objectives of the program. Another comment: "The time available was entirely too short to achieve the hoped for results. We found we were too busy just getting the planned activities completed. When we plan another exchange, I intend to have more time for the two classes to work and play together, otherwise the exchange has lost its value." On the other hand, there were the comments: "The day was a beautiful experience. The students assumed responsibility for planning the day and executing their plans. Everyone was involved." What appears to be needed is a type of inservice which will prepare teachers and parents accompanying the trips so that the maximum value will result from these experiences.

Summary

The objective "to increase interaction and dialogue among students of varying ethnic, national and socio-economic backgrounds" was attained. The program was late in its implementation but in the three months February through April, there were 27 exchanges and assemblies. Efforts to improve the quality of these experiences resulted in the testing of some new approaches to involvement which, based on teacher evaluations of these exchanges, have considerable merit. The idea of recreation periods as a part of a study trip experience to provide an opportunity for greater mixing is one of these approaches.

APPENDIX

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1. Job Description for Noncertificated Home-School Liaison 4.14

2. Job Description for Home-School Liaison Coordinator 4.16

3. Home-School Liaison Monthly Operations Report 4.17

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ITEM 1

FRESNO CITY UNITIED SCHOOL DISTRICT
Department of Compensatory Education Services

JOB DESCRIPTION FOR NONCERTIFICATED HOME-SCHOOL LIAISON

1. Directly responsible to the principal of assigned school.
2. Monitored by coordinator of Home-School Liaison program.
3. Serve as a resource person to Principal, Teachers, Faculty Human Relations Committees, Student Human Relations Committees and Community Organizations.
4. Assist in the registration of students who have difficulty with the English language.
5. Assist school personnel in the composition and translation of written communications in Spanish.
6. Make or receive phone calls for school personnel when communicating with families where Spanish is the only language spoken in the home.
7. Make home calls in order to improve the communication between home and the school.
8. Serve as a resource person to students new to the district or to an individual school.
9. Encourage students of minority and low socio-economic background to seek leadership roles on campus and to participate in school activities.
10. Serve as a resource person to parents in regard to school functions, school policy and student performance.
11. Recruit parents to affiliate and be active in parent clubs, and other citizen groups.
12. Serve on the Compensatory Parent Advisory Committee of assigned school.
13. Encourage adults to utilize the Fresno Adult School program.
14. Attend all meetings and workshops of assigned school.
15. Attend Liaison bi-monthly inservice workshops conducted by the coordinator.
16. Attend weekly staff meetings conducted by the coordinator.

JOB DESCRIPTION FOR NONCERTIFICATED
HOME-SCHOOL LIAISON

17. Make weekly reports regarding week's activity to principal and coordinator.

18. Maintain a constant line of communication with the principal and program coordinator.

19. Continuously work towards implementing the objective stated on page 115 of the 1969-70 E.S.E.A. Title I Application that relate to the Elementary Compensatory School.

Item 2

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

JOB DESCRIPTION FOR HOME-SCHOOL LIAISON COORDINATOR

1. Directly responsible to Director of Compensatory Education.
2. Serve as coordinator for the Home-School Liaison program.
3. Meet and work cooperativley with principals in the Compensatory Education schools to further develop Home-School Liaison program.
4. Assist Liaison in special home-calls and cases.
5. Regularly provide field information regarding the problems and concerns of the community to the director of Human Relations.
6. Meet and assist administrators, teachers, youths, parents individually and in groups in their efforts to understand and resolve school related problems.
7. Provide specialized consultant services on emergency tasks for assigned periods as directed.
8. Develop and conduct bi-monthly inservice workshops for Home-School Liaison personnel.
9. Attend Compensatory Education Target School and Central Advisory Committee meetings.
10. Make reports to Director of Compensatory Education on regular basis.
11. Conduct weekly staff meetings for Home-School Liaison personnel.

AGC:lmg
1/19/70

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

Item 3

HOME-SCHOOL LIAISON MONTHLY OPERATIONS REPORT

SCHOOL Calwa

FOR MONTH OF April

PART I: Report of Recurring Activities

DATE: ____

A. REFERRALS

Source:

Principal Referrals 5

Teacher Referrals 47

Nurse Referrals ____

Other 4

Total 56

Discipline Problem 1

Attendance Problem 36

Tardiness Problem 1

Health Problem ____

Other 18

Total 56

Status:

Action Completed 55

Action Pending (This Month) 1

Action Pending (Prior Months) ____

Total 56

B. HOME VISITATIONS

Number made: 52

Reason for Visit:

Discipline Problem 1

Attendance Problem 33

Health Problem ____

Tardiness Problem 1

Other Problem 17

C. BILINGUAL PUBLICATIONS

Number distributed (current month) 8
(Please attach copies of each publication

Home School Liaison Monthly Operations Report:
page 2
continued

PART II: Report of special projects

In the space below, identify each special project and give a brief description of the action you have taken with regards to the implementation of the project. Also, tell how many people are involved, dates of activities, and give your evaluation as to the status of the project.

Attended meetings at Dr. James' office and he explained E.M.R. testing procedure and how we would help Spanish surname students in Fresno City. On the 6th we started testing and did it half days until we finished.

Helped two families enroll their students in preschool.

Helped Mr. Herzberg, Sequoia Junior High School find an aide for Mrs. Short's class (Eleanor Mendoza).

Had an opportunity to view Dr. Glasser's films.

Made arrangements for Mr. Phil Sanchez and Professor Ralph Vigil to be speakers at the Cinco de Mayo celebration. Types list of aides and contacted them for help for the celebration. Helped collect goods for the Bingo game and arrange to have some male help to set up the booths.

Helped record children's Mexican games.

Went to Mexican store with teachers to purchase articles for decorations, etc. Cinco de Mayo. Borrowed Mexican articles and helped set them up.

Sgt. Anderson, Sheriff's Department, came by and needed help (information). Few days later returned to thank me for the help the information had been to him.

Was a participant on a panel at KGST radio station on scholarships.

Spent much time calling parents for appointments on Parent-Teacher Conferences.

Served as interpreter on several occasions.

Attended five evening meetings (numerous hours involved).

Attended three day inservice meetings here at Calwa.

AUTHENTICATION: APPROVED:

Home Liaison

Principal

4.18

Item 4

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

HOME-SCHOOL LIAISON - INSERVICE WORKSHOP SCHEDULE

October 9 - "Working With Attendance Department"
(Merlin H. Miller)

October 22 - "Working With Health Department"
(Katherine M. Pavlovich)

November 7 - "Understanding the Compensatory Education Program"

November 21 - "The Stamp Program and How It Works"
(Welfare Department Representative)

December 5 - "Incident Training Session I"

January 8 - "Incident Training Session II"

January 22 - "Techniques for Interviews"
(Gordon Graves)

February 11 - "Incident Training Session III"

February 26 - "Incident Training Session IV"

March 12 - "Incident Training Session V"

April 9 - "Interviewing and Observing Children"
(Dr. James)

April 23 - "Testing and the Bilingual Child"
(Dr. James)

May 14 - "Report Review"
(Carlos Encinas)

May 28 - "Report Review"
(Carlos Encinas)

Item 5

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

STUDY TRIP EVALUATION

Date of trip May 2, 1970

Teacher or Teachers Jack D. Bedrosian, Et. Al.

Grade level 4 School Franklin and Muir

Place of visitation Columbia State Park

Number of students involved 155

Anticipated goals To give first hand knowledge and experience of early California life and areas of habitats. Expose students to conditions and characteristics of early Californians.

How well goals were attained Students were interested enough to gain some knowledge of problems existing in the past--this was shown by their actions and attitudes at the site.

Anecdotal records Trip was also extremely successful from a standpoint of cultural relations. Students from both schools enjoyed themselves and one another immensely.

Brief teacher resumé A very good study trip--cultural relations combination. Everything went off well with very little difficulties. Trip has to be considered a success.

Fresno City Unified School District
Office of Planning and Research Services

TABLE OF COMPARATIVE STATISTICS
1969-70

Distribution of Absences Of a Total 177 Days	Calwa	Columbia	Jefferson	Franklin	Kirk	Lincoln	Teilman	Winchell	Total Comp. Ed
25% (44+ days)	1% (2)	1% (1)	2% (3)	3% (3)	2% (2)	4% (6)	1% (1)	2% (3)	2% (21)
20-24% (35-43)	3% (4)	2% (2)	2% (3)	1% (1)	3% (3)	2% (3)	3% (2)	2% (3)	2% (21)
15-19% (27-34)	4% (7)	5% (4)	5% (6)	1% (1)	8% (7)	3% (4)	1% (1)	5% (8)	4% (38)
10-14% (18-26)	9% (14)	12% (10)	12% (16)	11% (13)	9% (8)	10% (15)	6% (9)	12% (20)	11% (105)
5-9 % (9-17)	25% (39)	27% (23)	14% (18)	19% (22)	28% (25)	17% (26)	24% (17)	22% (36)	21% (206)
0-4 % (0-8)	27 % (42)	27% (23)	25% (33)	37% (42)	20% (18)	42% (64)	9% (14)	33% (54)	30% (290)
Other Non-Attendance									
# Transferred	21% (33)	14% (12)	20% (26)	11% (12)	16% (14)	9% (13)	18% (13)	12% (19)	15% (142)
#Late Entering (after Sept. 30)	9% (14)	12% (10)	18% (24)	12% (14)	11% (10)	13% (20)	20% (15)	12% (20)	13% (127)
#Break in Attendance (over 10 days)	2% (3)	(0)	2% (2)	5% (6)	1% (1)	1% (1)	(0)	1% (2)	2% (15)
Total Non-Attendance	32% (50)	26% (22)	40% (52)	28% (32)	28% (25)	22% (34)	39% (28)	25% (41)	29% (284)
Total Count	100% (158)	100% (85)	100% (131)	100% (114)	100% (88)	100% (152)	100% (72)	100% (165)	100% (965)

Distribution of Absences Of a Total 177 Days	Carver	Lowell	Webster	Total Control
25% (44+ days)	1% (1)	1% (1)	4% (5)	2% (7)
20-24% (35-43)	1% (1)	2% (2)	1% (1)	1% (4)
15-19% (27-34)	5% (4)	4% (3)	5% (6)	5% (13)
10-14% (18-26)	11% (10)	14% (12)	9% (10)	11% (32)
5-9 % (9-17)	22% (19)	18% (15)	11% (13)	16% (47)
0-4 % (0-8)	26% (23)	24% (20)	18% (21)	22% (64)
Other Non-Attendance				
# Transferred	8% (7)	21% (18)	26% (30)	19% (55)
# Late Entering (after Sept. 30)	24% (21)	16% (14)	23% (26)	21% (61)
# Break in Attendance (over 10 days)	2% (2)	(0)	2% (2)	1% (4)
Total Non-Attendance	34% (30)	38% (32)	51% (58)	42% (120)
Total Count	100% (88)	100% (85)	100% (114)	100% (287)

SECTION 5

PARENT INVOLVEMENT AND PARTICIPATION

ABSTRACT

The focus of efforts during 1969-70 was directed at the development, inservice, and involvement of target school parent advisory groups and the Central Advisory Committee. These efforts were effective and this aspect of the program was a success.

Special events such as Cinco De Mayo and Negro History Week were accorded special attention. Parent conferencing was held at each target school at least twice each school year. Some school tours were conducted for parents. Bilingual communications were prepared when notices were sent to homes at the schools with more than 25% Mexican-American student populations. Activities of the Home-School Liaisons are discussed in Section 4, Intercultural Exchange Component.

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SECTION 5

PARENT INVOLVEMENT AND PARTICIPATION

I. Objectives:

A. To assist in identifying the educational needs of students and to help in the development of programs to meet those needs.

B. To assist in the evaluation of those programs, and to recommend changes needed.

C. To help communicate information about the school to its neighborhood. To serve as sounding boards to the community, helping to bring the concerns of the neighborhood or the school to school administrators.

D. To assist in coordinating the community's resources in order to support the educational and cultural enrichment needs of the neighborhood.

II. Narrative Description:

A. Development of the Central Parent Advisory Committee

Early in September the project coordinator screened the lists of members of the Central Parent Advisory Committee and the Target School Parent Advisory Groups submitted as a part of the 1969-70 Reapplication. Some of the parents were no longer in the community, some were instructional aides employed by the District, and others were PTA officers that could not do both jobs and consequently had to resign from membership in one of the advisory groups, or from the Central Advisory Committee.

The first meeting in September was a planning meeting with five advisory members from the 1968-69 Advisory Committee attending. The second meeting was attended by only two of the original group. Plans were made for the October meeting of members from all the target schools.

People from each Compensatory school attended a pot-luck meeting at Irwin Junior High, October 8, 1969. At this time the coordinator explained that this was a citizens' group and was theirs to develop; the people employed by the school district Compensatory program were not encouraged to be members of the Central Advisory Committee. Suggestions were given to the parents as to activities in which they might participate. Interim officers were elected at the October meeting.

Meetings continued to be held throughout the remainder of the school year. It was the practice to vary the location of the meetings so that a number of target schools served as a facility for this purpose including St. Alphonsus, the non-public school participating in the Title I program. Minutes of the Central Advisory Committee meetings were published and distributed to interested persons. A copy of the April 24, 1970, minutes is included as Item 1 of the Appendix to this section of the report. The dates of the Central Advisory Committee meetings and the number of people attending were as follows:

October 8, 1969 - 40
November 19, 1969 - 20
December 2, 1969 - 45
December 10, 1969 - 23
January 14, 1970 - 22
January 10, 1970 - 46
March 13, 1970 - 38
March 30, 1970 - 51
April 24, 1970 - 70
May 7, 1970 - 19
May 13, 1970 - 45
May 26, 1970 - 86
June 10, 1970 - 35

Membership of the Central Advisory Committee initially consisted of two members from each target school and one representative each from Rowell and Sequoia, which were in the Migrant Project, a representative from Carver, and a representative from Community Service Organization. By Spring, 1970, the membership structure evolved to include: two representatives from each of the eight public target schools and two representatives from the non-public target school, one representative each from Rowell and Sequoia, representatives from each of the following community agencies: Fresno City College, Health Department, Association of Mexican-American Educators, Community Service Organization, and Economic Opportunities Commission. A list of names of the Central Advisory Committee members is included as Item 2 of the Appendix.

The Central Advisory Committee has met with all of the principals from the compensatory schools. The director, language and mathematics coordinators, and evaluators, have attended meetings to report and talk with the members. Amendments to the Summer program were discussed in detail at the April meeting. On the 26th of May the Central Advisory Committee met with Mr. Dann, Superintendent of Fresno City Unified School District, and key members of his staff. This was an open meeting attended by 86 people held in the Fresno County Schools Auditorium. As a result of this meeting, a working committee was formed which included representatives from the parent groups at each school and members of the District staff. This working committee will have, among other responsibilities, the role of interpreting the State Guidelines as they apply to the local situation.

Summer writing teams working on the preparation of the 1970-71 Reapplication and the development of decentralized Title I programs for each of the target schools included parents selected by Target School Advisory Groups. The activities of these writing teams will be covered in detail in a supplement to this report related to the summer program.

B. Development of the Target School Advisory Groups

Calwa

A member of the 1968-69 Advisory Committee was contacted and he took a leading role in the development of the Parent Group. The Calwa Parents' Club, and a predominately Spanish speaking organization "Comite Social," were contacted and the Compensatory Program was explained. Both groups were active in the area. At the first Advisory meeting they discussed parents' concerns about the school. Originally, meetings were scheduled once a month, but after January the Calwa committee met twice a month. The more frequent meetings solidified the committee and kept it up to date on what was happening. Most of the same ten to 12 parents continued to attend. They were predominately Mexican-American parents who were, in general, aware and sensitive to the educational situation. There were points of conflict between the school administration and the parents, but these were resolved.

The dates of meetings and the number of people attending were as follows:

December 8, 1969 - 26
January 7, 1970 - 20
January 21, 1970 - 12
February 4, 1970 - 15
February 18, 1970 - 12
March 11, 1970 - 12
March 18, 1970 - 12
April 1, 1970 - 12
April 22, 1970 - 17
April 30, 1970 - 7
May 27, 1970 - 15

Columbia

The committee has been difficult to develop. The principal carried the initiative initially. A meeting or two was held. The coordinator attended one of these meetings. Five people attended and a chairman was elected. At the next meeting a larger group attended and the Compensatory Program was explained. The group broke up into sections and discussed their concerns about the school. At the next meeting the number attending was small again. More meetings were held. The chairman resigned and a new chairman was elected. The newly elected chairman had been previously involved with PTA at the school. New members were added to the committee and these members became active. Some difficulties in communications between the committee and the administration were experienced. The attendance stabilized and the committee began to function effectively.

The dates of meetings and the number of people attending were as follows:

December 9, 1969 - 5
January 28, 1970 - 8
February 3, 1970 - 12
February 18, 1970 - 9
March 12, 1970 - 14
April 2, 1970 - 13
April 16, 1970 - 7
April 25, 1970 - 9
April 28, 1970 - 6
May 5, 1970 - 7
May 20, 1970 - 8
June 4, 1970 - 13
June 9, 1970 - 25

Franklin

The committee was not difficult to form because a Parent's Organization and a Dad's Club were already formed and active. The Compensatory Program was explained to the parents at one of their meetings, and an Advisory Group was later organized. The Group has been very active working with teachers and the school administration. The instructional program has been explained to the Group. They held a community parents' meeting. The Group worked on the budget for the 1970-71 school year and organized subcommittees to work on drop-out prevention, community development, and parent participation. The Group has made it a point to include all the elements of the community in their development. The Franklin Advisory Group took a leading role in the Compensatory Program. The members of the Group were knowledgeable parents who devoted many hours working with the staff and the administration.

The dates of meetings and the number of people attending were as follows:

November 17, 1969 - 15
February 2, 1970 - 15
February 20, 1970 - 12
February 27, 1970 - 15
March 15, 1970 - 8
March 16, 1970 - 40
March 25, 1970 - 10
March 31, 1970 - 10
April 5, 1970 - 11
April 14, 1970 - 30
April 20, 1970 - 10
May 10, 1970 - 8
May 21, 1970 - 23
June 2, 1970 - 15
June 4, 1970 - 40
June 9, 1970 - 8

Jefferson

The Advisory Group was formed with the leadership role being taken by interested members from PTA. This was a small, but strong nucleus from which to start. The leader of the Group was a member of the 1968-69 Advisory Committee and therefore knew about the Compensatory Program. As the year progressed more and more minority people attended the sessions. There was a need to include representation from the black families in the community. A subcommittee worked on the budget, and another committee worked on the writing team. The group elected new leaders for the 1970-71 school year and elected a representative to the committee working with the District on the interpretation of the State Guidelines. The group was very active in various aspects of the Compensatory Program and worked in harmony with the principal.

The dates of meetings and the number of people attending were as follows:

October 22, 1969 - 5
November 5, 1969 - 35
February 16, 1970 - 18
February 25, 1970 - 17
March 5, 1970 - 20
April 2, 1970 - 15
April 24, 1970 - 15
May 6, 1970 - 18
May 13, 1970 - 15
May 25, 1970 - 12
June 9, 1970 - 18

St. Alphonsus

The committee was not formed until after the Review Team's visit in December, 1969. A Parents' meeting was held at which time the Compensatory Project Director and the Inservice Coordinator explained the program. The school was not participating in a full Compensatory Program and the parents were interested in getting more assistance. At other meetings the Title I Program was explained in more detail. The committee worked with the school administration in developing the services. They worked on the budget. The overall representation was good. The committee was active and functioned well.

The dates of meetings and the number of people attending was as follows:

January 28, 1970 - 35
February 9, 1970 - 25
February 18, 1970 - 15
March 3, 1970 - 15
March 16, 1970 - 9
March 26, 1970 - 9
April 16, 1970 - 18
April 23, 1970 - 7
May 12, 1970 - 7
May 21, 1970 - 11
June 3, 1970 - 13
June 5, 1970 - 12
June 6, 1970 - 12
June 10, 1970 - 14

Winchell

The committee was formed from a list of parents suggested in the Spring of 1968-69. Parents were invited to attend a general session. They were divided into small groups where they expressed their concerns. The Compensatory Program was explained. Another meeting was scheduled and a committee formed. The leadership role was assumed by members of the PTA. There was an effort on the part of the school administration to include all elements of the community on the committees. Meetings were held where the Language, Mathematics, and Bilingual Programs were explained. A subcommittee worked on the budget with the staff and the administration. The two representatives to the Central Advisory Committee resigned and replacements will be needed.

The dates of meetings and the number of people attending were as follows:

November 13, 1969 - 15
January 29, 1970 - 60
February 17, 1970 - 20
March 17, 1970 - 22
April 14, 1970 - 22
April 16, 1970 - 16
April 28, 1970 - 16

Lincoln

The parent group was difficult to form because there was a lack of communication. A meeting was held at which time a chairman was elected. At this time the school administration assumed responsibility for developing the parent group. A parent meeting was called at which the principal explained the instructional program and recruited committee members. Meetings were held to work on the budget. The administration strived to get participation from both Negro and Mexican-American parents in the community. At one tine there were some problems in this regard, but these were resolved.

The dates of meetings and the number of people attending were as follows:

December 10, 1969 - 6
January 8, 1970 - 4
February 17, 1970 - 7
March 3, 1970 - 10
April 15, 1970 - 12
May 25, 1970 - 15
June 9, 1970 - 8

Teilman

Two parents from PTA assisted in the formation of the committee. The Parent Group was quite small from the first. A few meetings were held and then a large group session was held, at which parents were divided into small groups to discuss their concerns about the school. The committee has changed leadership, because of other commitments by the chairman. There has been an effort made to include Mexican-American, Negro, and Anglo parents in the group. The representation at the Central Advisory Committee has faltered, but the parent group has continued to function.

The dates of meetings and the number of people attending were as follows:

October 21, 1969 - 4
November 20, 1969 - 6
January 20, 1970 - 30
January 28, 1970 - 20
February 19, 1970 - 15
March 4, 1970 - 4
March 20, 1970 - 7
April 7, 1970 - 9
May 5, 1970 - 7
June 5, 1970 - 6

Kirk

The Advisory Committee has had a difficult time developing. At first there was an Advisory Group already formed from the previous year; but the composition and leadership was not according to the State Guidelines. Instructional aides visited some of the homes of parents to recruit membership for the parent group. The chairman of the group resigned and a new chairman elected. The group continued to function, but was not represented at the Central Advisory Committee meetings in April and May.

The dates of meetings and the number of people attending were as follows:

December 4, 1969 - 20
January 19, 1970 - 12
February 10, 1970 - 15
March 3, 1970 - 15
March 17, 1970 - 18
March 31, 1970 - 20
April 14, 1970 - 10
April 28, 1970 - 15
May 12, 1970 - 11
June 9, 1970 - 9
June 11, 1970 - 4
June 14, 1970 - 8

C. Inservice of Central Advisory Committee Members and Target School Group Members

Informal inservicing of parent committee members was a continuing activity throughout the year. The Director, Coordinator of the Parent Involvement Component, Coordinators of Mathematics and Language Arts, Human Relations Consultant, and Evaluator have discussed various aspects of the Title I Program at regular meetings of the Central Advisory Committee. Members of the State Department of Education Review Team met with the Committee on December 2, 1969, in what was a discussion session which also served as an inservice activity. The principals and the coordinator of the Parent Involvement Component have provided most of the informal inservice for the Target School Advisory Groups. Tours for parents were conducted at several schools.

A general inservice training program was given on Saturday morning, January 10, 1970. The purpose of this meeting was to explain the components of Compensatory Education to members of the Advisory Committee and Advisory Groups. A 25-page brochure was prepared as a handout for this inservice which briefly described the activities within each of the components of the Compensatory program, provided a summarization of operational information concerning the target schools and the Central Offices, provided a line-item outline of the 1969-70 Title I budget, and a description of the evaluation design for the program. A copy of the agenda for the session is included as Item 3 of the Appendix. Approximately 60 people attended.

A number of locally prepared handouts were prepared to assist parents become better prepared for their role as advisory members. Parents also received copies of the State Guidelines, copies of A Handbook for Citizens Compensatory Education Advisory Committee in addition to the locally prepared publications.

On November 22, 1969, there was a Regional Parents' Involvement Meeting sponsored by A.C.A.C.E. in which the Compensatory parents met and drew up recommendations to present to the Commissioners at the Bakersfield Conference. The members of the Central Advisory Committee participated and took an active role in the meeting. The conference was held on March 9 and 10, 1970. Fifteen parents and three home liaisons attended. The participants in this conference became acquainted with the broader aspects of the Compensatory Program as viewed from a regional and State-wide level.

A number of individual members attended inservice activities conducted for the instructional staff of the Title I schools. Mr. Douglas from Jefferson attended inservice meetings conducted by Dr. Kenneth Johnson and Dr. Ransom, both Language Consultants. Mr. Floyd White from Columbia attended an inservice meeting conducted by Mr. Charles Allen, a Mathematics Consultant. There were others attending various inservice activities.

D. Participation of Parents in Program Development, Evaluation, and Other Activities

Minutes of meetings of the several Target School Advisory Groups contain numerous suggestions and concerns of parents regarding educational programs at each of the target schools. These were communicated to the principal and to the Director of the Compensatory Program. Many of these deal with details, others with broader aspects of the program:

1. The Compensatory Program should be extended to Webster School. (Webster was dropped from the program when the scope was reduced from 11 to eight schools.)

2. Certain adult school classes should be conducted at the Target Schools.

3. Instructional aides should be hired from the neighborhood of the Target School at which they are employed.

4. Students from Roosevelt High School and Edison High School should be hired to serve as tutors for children at the Target Schools.

5. A number of inservice programs should be conducted for active members of the Advisory Committees.

6. Parents asked for and received information regarding an item in a local periodical concerning a purported transfer of Title I funds surplus to the program.

Parents participated in special programs organized to commemorate the Cinco De Mayo celebrations. Home Liaisons at the predominately Mexican-American schools contributed a significant amount of time in coordinating the Cinco de Mayo activities involving the school. Negro History Week was recognized at the predominately black schools.

Parents worked on committees which have reviewed the budgets, and worked as team members on Summer writing teams, which prepared decentralized programs for Title I schools. Parent conferencing was held at each of the Target Schools twice during the year.

Other activities were held at individual schools. Calwa had a panel of community members and parents present the cultural patterns of the Mexican-American child and the neighborhood as interpreted by the panel participants for the benefit of teachers at Calwa school. The panel discussion was held on March 17, 1970.

III. Evaluation

The focus of efforts during 1969-70 was directed at the development, inservice, and envolvement of Target School Parent Advisory Groups and the Central Advisory Committee. The Narrative Description provided with this section of the report is evidence in itself that these efforts were effective and this aspect of the program was a success. The broader goals of the Parent Involvement program as outlined on page 14 of the State Guidelines were recognized, but a major effort was needed to accomplish the task described in the Narrative Description.

A survey was made during October, 1969, of the kinds of parent involvement activities that were in operation at each of the public Title I schools during the academic year 1968-69. A copy of the questionnaire used for this survey is included as Item 4 of the Appendix. The responses to this questionnaire indicated that three out of the eight schools did not have either a PTA or a Parent Club during 1968-69; also, one of the five schools having a parent organization indicated that their group did not hold regular meetings. Responses to the questionnaire also described some of the other types of parent involvement activities conducted during the year 1968-69. Five of the schools conducted some type of fund raising activity. Four schools had room mothers for their classrooms. All of the schools had a program of parent conferencing twice each school year. Several of the schools were very active in campaigning for the passage of the school bonds. Comments included in paragraph II, D, indicate that parent involvement activities in the broader sense were being conducted at the compensatory schools during the 1969-70 school year. Development of the target school groups was the major effort for the 1969-70 school year, but not the only effort in this area.

The Evaluator attended five of the Central Advisory Committee meetings and observed that the discussion was dominated by representatives of community agencies speaking either from the audience or from the Central Advisory Committee membership.

The Evaluator observed that:

A. The Central Advisory Committee was a spirited group actively seeking to identify its role in the compensatory program and earnestly striving to increase its knowledge concerning all aspects of the program.

B. Meetings were well attended. At one of the five meetings attended by the Evaluator all elements of the Summer Program were reviewed. Seventy people attended this meeting which adjourned at 1:30 a.m. At another meeting the math and reading programs were discussed in detail by the two coordinators of these programs. This meeting was attended by 51 people and adjourned after 11:00 p.m. Meetings were held in June and July to review the 1970-71 program and budget. The July meeting was attended by more than 50 people and adjourned at 11:30 p.m.

C. The Central Advisory Committee was provided with well-prepared materials designed to assist members familiarize themselves with all aspects of the program.

D. Members of the District Staff attended meetings to offer technical information related to their areas of specialization.

E. Minutes of the Central Advisory Committee meetings were typed and distributed to interested persons.

F. Credentials of committee membership was not rigorously enforced. It was observed that new faces often appeared at the table reserved for Advisory Committee members.

A questionnaire was sent by mail to the homes of each of the 26 Central Advisory Committee members identified in Item 2 of the Appendix. A self-addressed, stamped envelope was provided for the return of the questionnaire. Only ten questionnaires were returned. A copy of the questionnaire and a summary of the responses is provided as Item 5 of the Appendix. Responses to this questionnaire indicate:

A. Three of the ten members responding became members after December, 1969.

B. Four of the ten members responding attended the January 10, 1970, general inservice session.

C. Nine of the ten members received a copy of the State Guidelines.

D. Six of the ten members attended the Bakersfield Conference.

E. Six of the ten members had taken a "Tour for Parents" at one of the compensatory schools.

Comments to several questions regarding recommendations and opinions have been summarized and included as a part of Item 5 of the Appendix.

Summary

The two objectives related to "involvement of parents in identifying educational needs of students and assisting in evaluation of programs and recommending changes" were successfully attained. Parent Advisory Groups were established at each target school and a Central Advisory Committee was established at the District level. These committees were inserviced and formally involved in program planning and development. Recommendations submitted formally in the minutes of the various group meetings and informally in discussion were considered in the implementation of the current program and in the formulation of the 1970-71 program.

The objective related to "communication of information about the school to the neighborhood and to serve as sounding boards to the community, helping to bring the concerns of the neighborhood or school to school administrators" seemed to be successfully attained. The Parent Advisory Groups actively communicated their desires and opinions to the school administration. The Evaluator was not able to measure the degree to which parent groups actually represent the concerns and opinions of the total target community. Home-Liaison activities, and the indigenous Classroom aides apparently were very effective in communicating information about the school to the community.

Actions related to the objective "to coordinate community resources in order to support the educational and cultural enrichment needs of the neighborhood" were restricted if it is assumed that a clear definition of needs ought to preceed organized action to support these needs. Community agencies were represented on the Central Advisory Committee, and the representatives communicated the position of these agencies with regards to school administration. Problems of "role" definition seem to have taken precedence over organized and coordinated efforts to assess and interpret community needs. Hard core educational problems such as attendance, tardiness, discipline, vandalism, and academic achievement merit more attention and emphasis. School efforts related to support of Adult School programs, special events and dates and problems of attendance, health and tardiness were directly related to this objective.

APPENDIX

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Principal Questionnaire 5.20

5. Parent Advisory Questionnaire for Parents 5.22

Item 1

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

CENTRAL ADVISORY COMMITTEE MEETING
April 24, 1970

The Central Advisory Committee met at the Jefferson school on Friday, April 24, 1970. The meeting was called to order by Chairman John Johnson at 7:45 p.m.

The agenda was presented to the Committee for approval. A motion was duly made and seconded to accept the agenda; motion passed.

The minutes were read and approved. Mr. Carlos Gonzales, member at large representating AMAE, pointed out that according to the minutes, a principal had asked a very important question but there was no indication of a reply to his question. The principal's question was in reference to ideas or suggestions about how to involve more parents in the program. Also, it was announced that a representative from Webster had attended the last meeting, and the principal from Columbia had arrived late.

REPORTS FROM SCHOOLS: The committee heard reports from Jefferson, Winchell, Teilman, St. Alphonsus, Columbia, Franklin, Calwa, Webster and Lincoln. None from Kirk.

DISCUSSION ON AMENDMENTS FOR 1969-1970: Question was asked by Carlos Gonzales concerning the $510,422 and whether this was an average. He stated that if this money was left over, the committee was not doing its job because other schools with large minority populations were not covered by Compensatory Education could make use of this average. During the report from Lincoln, Mr. Johnson made reference to a meeting between himself and Mr. Carlson. Mr. Gonzales objected to a meeting where only two people attended instead of getting the committee and Mr. Carlson together. Mr. Harris suggested that an explanation of said meeting be made. Mr. Johnson explained that the meeting was a project approval team meeting. They gave the exact figure of $500,000, the forms to be used and the time line for the project. They also gave a little explanation of the 1970-1971 project.

The question was asked concerning what the committee was supposed to do with the report on "Overview of ESEA Title I" distributed to the committee members. Also some of the members complained of the delay in getting the report in their hands.

Mr. Patino explained that he was under the impression that the committee could discuss the amendment and then come back next week with any recommendations. He told the committee that the meeting which had been originally scheduled, had been cancelled because of the time element.

WEBSTER: Mrs. Lopez informed the Committee that Webster wanted to be considered for inclusion in next year's Comp. Ed. program. She was ready to make whatever recommendation needed to insure that Webster's needs be considered before it was too late in the year.

Fernando Aguirre commented that the Administrators had been aware of the $510,422 figure since the day the Bill was passed.

Carlos Gonzales referring to Mr. Lopez's report stated that Webster had been dropped from Comp. Ed. and that the committee should make recommendations to assist Webster in taking care of its needs.

Mr. Lee Harris gave a report on his attendance of the meeting of the Steering Committee in Sacramento. He reported that none of the recommendations were changed, except for the statement regarding whether the committee wanted to be a policy-making committee or whether it just wanted to be heard. Mr. Harris will see that the committee gets copies of the printed material.

Mr. Phil Patino then gave the reason for cancellation of the last meeting. He announced that Mr. Dann had appointed Mr. Slate and Dr. Rosander to be in charge of defining the areas of responsibility of the Advisory group. Mr. Gaston and Mr. Snell, representatives of the principals' group were to meet with Mr. Slate and Dr. Rosander with members of the committee on April 27 at 7:00 p.m. at the County Board Room.

Mr. Parker wanted to know (1) how a Superintendent can cancel a parents meeting, and (2) since the group is going to be decentralized and each school will get its own money, someone should talk about the responsibility of the Administration.

After more discussion about these two points, the committee decided on a motion: Lee Harris moved that a meeting be held with Messrs. Dann, Gaston, Snell, Slate, and Dr. Rosander at Edison High School to meet with representatives from the Advisory group to hear from Mr. Dann regarding his concern about the areas of participation of the Citizen Advisory Committee. The motion was amended by Mr. Carlos Gonzales to have a similar meeting at Roosevelt. The motion was voted upon and passed. The dates have been set as April 28th at Edison and April 29th at Roosevelt, the time: 7:30 p.m.

Mr. Art Carlson then began the discussion on the amendments:

(1) PRE-SCHOOL: Plans are to have one aide at each pre-school classroom with two or three student aides from Edison and Roosevelt.

Mr. Carlson reported that legislators were interested in knowing how much it cost to get a child below grade level to up to his grade level. He stated that some of the areas of concern are self-image, nutrition, employment, and other areas.

(2) BUDGET OVERAGES: Mr. Carlson explained how this section works.

(3) SUMMER SCHOOL: Mr. Gaston pointed out that the money must be used by August 31st. He stated that since Jefferson was not having summer school, his committee had recommended a clinic be set up, also a pre-school program. He suggested the use of Writing Teams.

Mr. Carlson explained that many of the materials tested during the summer could prove helpful in planning next years budget. In-servicing of aides would assist next years programs.

Mr. Gonzales brought out that we would be duplicating efforts by financing summer school programs which are already being financed by the District.

Mr. Parker suggested that perhaps the $510,422 should be divided among the eight schools so that each school could budget its share. Mr. Harris moved that the committee go along with this suggestion and that each group go back to its school and decide on their recommendations to be submitted to Mr. Carlson on Tuesday. Mrs. Ekmalian amended the motion that we wait until an explanation is given about what is avaliable to us before making a decision. The motion was carried.

A suggestion was made to hire personnel from the area to help in surveying each area to determine how many children would be attending pre-school during the summer.

Another suggestion was getting air time on T.V. perhaps during "Sesame Street" and at the same time requesting that this program be continued.

(4) IPI is a pilot program to be in two schools -- Kirk which is an ungraded school and Lincoln which uses the Sullivan system.. Other schools would have to be revamped to hold this program. A requirement will be to have a pretesting of the children in October and an evaluation testing in May of the same year.

(5) The Ransom Skill Sequence is an individualized type of program which will be more usable in many schools.

(6) A new math book will be purchased for use in the Fall. Math-materials which are to re-enforce the basic skills such as addition, subtraction, multiplication and division are ear phones, Cuisenaire rods, gio-boards, etc. The learning centers require equipment such as phonographs so this equipment will be used. The language and math resource people will be in-servicing teachers on the proper methods of instructing learning centers.

(7) Skipped

(8) Skipped

(9) The storage bins which will be used mainly for reading materials cost approximately $100 each.

A motion was made by Mr. Lee Harris to get some kind of working program where you employ high school students to make these bins for schools. The motion was amended by Mr. Carlos Gonzales to include that high school students who are hired have an economic need. The motion was seconded by Mrs. Anita Parker and carried.

(10) Mr. Carlson stated that many schools had been short-changed where equipment was concerned and cited that Winchell, for example, does not have enough small tables. The possibility of these being built in high school workshops was suggested. Mr. Carlson also stated that if we can get these supplies now it will release monies in the new year to make budgets go a lot further in next year's programs. It was indicated that approximately $86,000 worth of equipment was lost during the past year.

(11) Library books are being used and are therefore wearing out. It was stated that parents from the advisory groups should be on the committee which selects the new library books.

A motion was made by Mr. Carlos Gonzales that the books that are going to be bought with this money will be black and brown oriented. The motion was amended by Mr. Fernando Aguirre to include that parents be on selection committees of schools for the purchase of these books. The motion was further amended by Mrs. Anita Parker to include that records and films also come out of that money. The motion was seconded by Mr. Max Gonzales and carried.

(12) Four hours of in-servicing aides in the morning will be paid under Title I and four hours in the afternoon will be picked up by the Model Cities program in six schools. These aides will be re-hired in the Fall.

Members from Model Cities as well as parents and principals will be on the screening committee for the hiring of aides.

It was suggested that schools consider career development in next year's budget.

The home liaison is not in this training program and should also be trained.

It was also stated that pre-schools need social workers and case workers.

The fact that aides must have at least four hours per day to be eligible to receive fringe benefits was also discussed.

The language and math resource people will be under the principals in the coming year.

(13) Teachers will be in-serviced in August in reading and math. This is not mandatory. Mrs. Ransom will receive approximately $100 to $125 per day plus expenses.

Mr. R. Gaston, Principal at Jefferson explained why he thought there was a need for a Social Studies Writing Team.

Mr. Art Carlson stated that there will be five (5) components and asked that the committee remember this.

Minutes, April 24, 1970

Mr. Art Carlson explained that the nurse and aides are to find health needs in the Target Area Schools.

The State will put out the booklet on Parent Participation, the committee should have something ready for them. Mr. Hunt recommended that each individual school pick the number of participating parents for the In-service program.

Mrs. Anita Parker made a motion that the Central Advisory Committee write to Mr. E. Dann and Mr. Art Carlson to make available the report of the evaluation which was made in December by the Evaluation Team. This material should be available by the time the Committee meets with Mr. Dann.

Mr. Phil Patino stated that if there is a conflict of dates or places where the meetings are to be what direction does he have ?

The next meeting of the Central Advisory will be held at St. Alphonsus on May 13th, 1970 at 7:30 p.m.

The meeting was adjourned.

Submitted by,

(Mrs.) Mary Franco

lmg
4/29/70

Item 2

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services

CENTRAL ADVISORY COMMITTEE

Mrs. Precious Whittle	202 W. Byrd - 93706	St. Alphonsus
Mrs. Lurlean Norris	409 Modoc - 93706	St. Alphonsus
Mrs. Treva Clay	114 Whitesbridge - 93706	Columbia
Mrs. Yvonne Tatum	20 E. Kearney - 93706	Columbia
Mr. Lee Harris	2277 S. Thorne - 93706	Franklin
Mrs. Anita Parker	383 W. Woodward - 93706	Franklin
Rev. James Patton	2428 S. Lily - 93706	Kirk
Mrs. Carlene Baines	2373 S. Holly - 93706	Kirk
Mrs. Annette Ekmalian	3462 E. Lowe - 93702	Winchell
Mrs. Delores Lujano	3402 E. Alta - 93702	Winchell
Mr. John Johnson-Chairman	2183 S. Lee - 93706	Lincoln
Rev. Claudia Williams	605 Mayor - 93706	Lincoln
Mr. Max Gonzales	2490 S. Fage - 93725	Calwa
Mr. Juan Palofax	2667 S. Ninth - 93725	Calwa
Mrs. Mary Franco	3671 N. Eighth - 93726	Jefferson
Mrs. Alice Gossner	3061 McKenzie - 93701	Jefferson
Mrs. Dona Phelps	120 Whitesbridge - 93706	Teilman
Mrs. Louise French	432 N. Fruit - 93706	Teilman
Miss Esther Negrete	2749 S. Fruit - 93706	E.O.C.-
Mr. Gervase Eckenrod	1101 E. University - 93704	F.C.C.-
Mrs. Shirley Main	P.O. Box 1912 - 93718	Health Dept.
Mr. Fernando Aguirre	2983 Paula Dr., Clovis 93612	C.S.O.
Mr. Carlos Gonzales	840 S. Stafford - 93727	A.M.A.E.
Mrs. Shirley Carlson	P.O. Box 1912 - 93718	Health Dept.
Mrs. Mary Louise Mendoza	4445 E. Lewis - 93702	Rowell
Mrs. Eleanor Hoffman	1907 S. Chance - 93702	Sequoia

Item 3

COMPENSATORY EDUCATION TITLE - I
January 10, 1970, General Inservice

Dear Parents:

Wednesday you received a notice informing you of a meeting Saturday January 10, 1970 to explain the components of Compensatory Education in your school. This will be at Irwin Jr. High 2340 Fairview Ave. The agenda and the components to be explained are included. We hope you can attend.

Estimados Padres:

El miércoles recibieron una noticia anunciando la junta el 10 de enero en la cual se va a explicar el programa escolar en compensatorio de su escuela. Tomará lugar en la escuela Irwin Jr. High 2340 Fairview Ave. Liaisones de habla española los acompañarán. El agenda y las partes que se van a explicar se incluye. Ojalá que puedan asistir.

AGENDA

8:45 - 9:00 General Assembly

	SCHOOL-ROOM	TOPICS
9:00 - 9:20		Language - Wanda Lister
9:20 - 9:40		Math - Allen Smith
9:40 - 10:00		Inservice, E.P.D.A., M.C.L.- E. Walker
10:00 - 10:20		Budget - Arthur Carlson
10:20 - 10:40		Instructional Aides - Dick Alexander
10:40 - 11:00		Preschool,FollowThrough - C. Edquist
11:00 - 11:20		Liaison,Bilingual - H. Allison & C. Encinas
11:20 - 11:40		Migrant Ed., Responsibility and role of the Advisory Committee - Phil Patino
11:40 - 12:00		General Session

PJP:lmg
1/8/70

Item 4

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

PARENT INVOLVEMENT ACTIVITIES - PRINCIPAL

School____________________ Date____________________

This questionnaire is designed as a survey of the types of parent involvement activities that were in operation at your school during the academic year of 1968 - 1969. Your answers should present the facts as they actually were. Please answer the questions candidly. This survey should not, in any way, be interpreted as a plan or a guideline for parent involvement type activities for your school. Also, this survey may not identify all of the types of parent involvement activities which might be desirable for your school.

A. P.T.A. - Parent Club

1. Was there an active P.T.A. or Parent Club at your school last year?

Yes 5 No 3

2. If yes, did the organization hold regular meetings?

Yes 4 No 1

3. If yes, estimate the number of active members.

Over 100 2 50 - 100 1 Less than 50 2

B. Fund Raising Activities

1. Did you have any fund raising activities at your school last year which involved parents as participants?

Yes 5 No 3

2. If yes, identify the type of activities:

Carnivals, cupcake and snow cone sales, fun days, cake sale, country store

3. If yes, estimate how many parents were involved in these fund raising activities.

40, 100, 15-20, 40, 50

C. Room Mothers

1. Did any of your classes have room mothers last year?

Yes 4 No 4

2. If yes, estimate the number of parents involved.

30, 35, 60, 20

D. Parent Conferencing

1. Did you have a program of parent conferencing at report card time last year?

Yes 8 No 0

2. If yes, how many times each year?

8 - Twice a year

E. Other

Please identify any other programs for parent involvement in operation last year at your school. Estimate the numbers of parents participating in any of these programs.

One of our activities was to help pass the Bond Issue. This required involvement in a big way and was pretty successful here. Our Parent Club is not as formally organized as a PTA, but meets the needs of this area much better. We have no membership drive. All parents are automatically a part of the club and may attend any or all of the meetings. We have elected officers. The meetings are held during the school day except for two night meetings; one in the Fall and one in the Spring. Last year was our first year of operation, but we feel it was a very successful start and look forward to continued participation. One of the chief functions of this group is advisory. I listen to them and they in turn seem to want to know of the problems from the school's point of view.

RJH:kw
10/6/69

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

This questionnaire is designed as a survey of opinions of members of the Central Advisory Committee regarding their experience as members of this Committee. Please complete the form and return it to the Office of Planning and Research Services by June 3, 1970.

---

1. When did you become active this school year as a member of the Central Advisory Committee?

3	3	2	1	
Sept.-Oct. '69	Nov.-Dec. '69	Jan.-Feb. '70	Mar.-Apr. '70	May '70

2. Did you attend the Inservice Training Session held on Saturday, January 10, 1970, at Irwin Junior High School?

4	6
Yes	No

3. If yes to 2, how effective did you think this inservice session was in providing you with a general knowledge about the Title I program.

(see attached sheets)

4. Have you received a personal copy of the State Guidelines for Compensatory Education?

9	1	
Yes	No	Don't know

5. Did you attend the ACACE Conference held in Bakersfield on March 9, and 10, 1970.

6	4
Yes	No

6. If yes to 5, what were your general impressions concerning the value of this conference?

(see attached sheets)

7. Have you taken any of the "Tours for Parents" conducted at any of the Compensatory Education schools?

6 Yes   4 No

8. If yes to 7, how effective was this experience in acquainting you with the school and its instructional program?

(see attached sheets)

9. What are your criticisms of the Compensatory Education program?

(see attached sheets)

10. What are your recommendations for the Compensatory Education program?

(see attached sheets)

11. In your opinion, how effectively has the Central Advisory Committee been utilized as an advisory committee?

(see attached sheets)

RJH:kw
5/12/70

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

CENTRAL ADVISORY COMMITTEE

Question #3

Provided a well balanced orientation of what Title I is about and made me more aware of problems faced in other areas such as paper committees, principal problems, etc.

It helped some. But really we need more time to talk with the head people of the different departments.

Very good.

The answers to question from the parents were basically to general and the time was too limited for sufficient explanation to the question.

Question #6

I was very impressed. I think we should have them more often. I liked the speech given by Mr. Leo Lopez very much but I felt that administrators were not paying very much attention because they did not like what he was talking about.

The value of this conference was for parents to learn more about the program. How to get more parents involved. The role of the (school) administrators. The role of parents as an advisory committee member. What Compensatory Education is. The goal that is expected to reach through the compensatory education.

If the purpose of this conference was primarily to hear and deal with the concerns of parent advisory groups, I would definitely have to rate it very poor. Important issues had to be crammed into very limited time slots and if they brought effective results, I am certainly not aware at local level.

I don't think it was structured right. The parents didn't have the time they needed to get themselves together.

Better understanding of Compensatory Education Aims and objectives. Learning what other parent advisory groups were doing. Seeing the many teaching devices available to teachers in the Compensatory Education Program.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

CENTRAL ADVISORY COMMITTEE

Question #8

I was on one tour only and we went to every classroom and I learned a lot about the instructional program. I wish I had more time to do it more often.

I visited three schools. They had very good instructional programs. I saw how the program function, the progress the student had made, the different types of materials that were being used.

This is the ultimate way of really fully being able to know and understand how the learning centers function, the role of the teacher and the role of the aide and how the children react. Would make this mandatory for all members of advisory groups if feasible.

I enjoyed the 2 tours I took very much. I could see just what the program can and is trying to do for our children.

Very good. I also recommend that they have more like them.

Very informative. Saw the many learning aids and methods of teaching.

Question #9

Principal and teachers in Compensatory Education Schools I think should be better in-serviced, perhaps they should take a class in ethnic studies, to study language and cultural background of the children they are teaching. They think we are being coddled.

I honestly feel the Compensatory Education program is reaching all children in the Comp. Ed. schools, not only those from minority groups. Giving confidence to the introverted child, raising their educational abilities and incentive to further their education will certainly influence these children to become top notch citizens when they are the advisory group.

I haven't been in Compensatory Education too long so I myself don't actually know or think I should criticize.

Only that I feel more could be done. But for a starting point the program is doing very well.

Funding appears to be shakey.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

CENTRAL ADVISORY COMMITTEE

Question #9

Parents don't have enough to say about the program and the people that run it.

Parents are not made aware of how important the Compensatory Education Program is. Parents have not had enough input into the program.

Not sufficiently aware of actual practices to comment.

Question #10

That the district listen carefully to the local advisory committee. That the district answer letters that are written to them. That the minutes of every local Compensatory Education Committee be sent home with every child. That more resource teachers be Mexican American or Black.

Inservice training for parents and teachers. Get more parents involved. Write the guidelines in a manner so that parents can understand them and to know their role which they are to participate. The guidelines be followed.

Continue to stress language arts and math as the key subjects. Stress more the variety of books available in the library and have some kind of program that will encourage children to read just for pleasure. Maybe this could be done with puppets, etc. Bi-lingual classes should be offered in more schools and children with speech problems included in these classes.

I think they are doing a wonderful job for all the schools. I don't have any recommendations.

Continue on striving to do more if at all possible.

Extend it to other schools in Fresno.

My recommendations are that someone from each of the target schools be hired full time to get parent involvement and to keep up with the activities of the school. Parent advisory committee would be better able to function and make better recommendations.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services
CENTRAL ADVISORY COMMITTEE

Question #11

Not too effective.

Getting more information to parents advisory so that they may function more efficiently.

Too early to tell.

The Central Advisory Committee has been very effective especially the last 4 months. It seems that it takes the advisory committee 3 or 4 months to be organized and warmed. It should continue all year around.

I think the Central Advisory Committee has been utilized very well. Some of the schools have problems. When they are brought before the Central Advisory Committee they are discussed and most of the time solved. I learn some of the things that are taking place in other schools. I get new information on how some programs function more effective, understand guidelines better, because we discuss them.

I feel the Central Advisory Committee has made an honest effort to know what their role is, and make recommendations that were important to them and I feel it would be more effective in the future guidelines so these people will continue to work deligently on a volunteer basis. I feel they were shortchanged as to actually being utilized in this past year where personnel (aides) were concerned.

I think that if the questions and everything gets done it will be very good, because everyone thinks and works together in the advisory committee. We need more committee's like this one.

Not too much. I feel we could do more if we knew more of whats being planned.

Reasonably so.

Very good.

SECTION 6

STAFF DEVELOPMENT COMPONENT

(Inservice Education Activities)

ABSTRACT

A comprehensive and organized inservice program was conducted involving all activities and all of the instructional staff in the Title I program. The inservice activities were too extensive to be described in a few words. The general overview is that the Language Arts and Mathematics inservice was conducted for teachers and aides in a weekly pull-out schedule. This was augmented by a special inservice schedule providing activities directed toward development of teachers' sensativity to the needs of minority group students and a more positive attitude toward individual and group differences. Inservice programs were in operations within each component servicing both the instructional staff and the staff specialists. Considering its complexity and breath of activity, the program was well coordinated and objectives in most cases very well defined.

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Those Inservice activities which are not described elsewhere in the report.

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II. Narrative Description...................... 6.2

III. Evaluation................................ 6.5

PART TWO

Those Inservice activities which have already been described elsewhere in this report and which are consolidated here.

I. Objectives.................................. 6.9

II. Narrative Description...................... 6.9

- A. Language Development.................... 6.9
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PART ONE

I. Objectives

Instructional personnel participating in the staff development activities will develop:

A. An understanding and acceptance of the individual student, his environmental background, and his level of educational competence.

B. A knowledge and understanding of basic child growth and development concepts and the ability to relate these to the individual child, and his educational tasks.

C. A knowledge of the instructional techniques and materials to be employed and skill in their use.

II. Narrative Description

Major actions which have been taken during the 1969-70 school year to implement the program and achieve the stated objectives:

A. The development of an inservice program and schedule designed to provide on-site weekly inservice for individual schools. These programs were developed by Title I Coordinators and implemented in the schools by resource personnel assigned to each school in cooperation with the school principal. These programs are discussed in detail in the reports for the instructional components and are further described under Part II of this Section.

B. Special Staff Development Component activities were directed toward development of teachers' sensitivity to the needs of minority group students and creating a more positive attitude toward individual and group differences. In order to accomplish this, two major activities were conducted which focused upon improving language development skills of Negro and Mexican-American students.

1. The first of these activities was a series of meetings conducted by Dr. Kenneth Johnson, Professor of Psychology and Education, University of Chicago. The series was directed toward the specific problems encountered by Black students in learning to speak and read "Standard English."

Meetings were scheduled on:

October 3, 4
November 7, 8, 21, 22
December 12, 13

Faculties of schools serving primarily Black students were provided with release time for attendance. Teachers, administrative personnel and aides from Kirk, Columbia, Lincoln, and Franklin schools attended. Faculties of the Title I schools were provided with an opportunity to participate in the Saturday sessions. Approximately 65 attended the Saturday sessions regularly.

2. The second activity centered around the ITV series prepared by Mr. Leonard Olguin, Language Consultant for Department of Education. The series of eight presentations was entitled Solutions in Communications. An orientation to the series was conducted on March 10, 1970, by Mr. Eddie Hansen, ESL Consultant to the State Department of Education.

   The ITV series ran for an eight week period: March - June. An example of the total schedule is provided below. Represented is an announcement made of the three viewings for the month of May:

   > Solutions in Communications (Inservice series taught by Dr. Leonard Olguin to help teachers understand the communications needs of the Mexican-American child.)

		Day	Date	Time	Channel
#5.	"Difficult 'th' Sound"	Tues.	5/5	8:15 am	9
				12:10 pm	9
				3:10 pm	9
				4:00 pm	9
		Thurs.	5/7	12:10 pm	7
#6.	"Spanish Smootheners"	Tues.	5/12	8:15 am	9
				12:10 pm	9
				3:10 pm	9
				4:00 pm	9
		Thurs.	5/14	12:10 pm	7
#7.	"Other Pieces of th Puzzle"	Tues.	5/19	8:15 am	9
				12:10 pm	9
				3:10 pm	9
				4:00 pm	9
		Thurs.	5/21	12:10 pm	7

   Four Title I schools, Winchell, Calwa, Jefferson, and Teilman, those having the highest percentage of Mexican-American students, were scheduled for participation. In preparation for the viewings, the school principals and the reading resource teachers in each school were contacted. An outline of the course objectives and the initial viewing schedule were provided. Monthly schedules were also made available. Copies of Solutions in Communications, a TV Study Guide, were mailed to each school for distribution to teachers prior to the initial program.

Other activities of the Staff Development Component include:

A. Planning and/or making arrangements for visitation by Title I personnel, principals and teachers to out-of-district programs and schools conducting exemplary compensatory projects. These visitations included, among others:

Place Visited	Personnel
William Glasser project: L.A.	1 Principal; 2 Teachers
Open-space schools	1 Principal; 4 Teachers
Individualized and computer assisted instruction: IPI; PLAN; Dr. Suppes	5 Principals; 2 Coorcinators
Bi-Lingual projects	1 Director; 2 Coordinators; 3 Teachers
SRA - Reading Conference	16 Teachers; 2 Coordinators
Nuevas Vistas Conference	2 Resource Teachers
Math Conference	14 Teachers; 1 Coordinator
California Math Council	9 Teachers; 1 Coordinator
Aide Training Conference	4 Principals; 3 Coordinators
USC Reading Clinic Ransom Reading Project	Title I Classroom Teachers; Title I Principals; Reading Resource Teachers

B. Planning and/or arranging in cooperation with Title I personnel for consultant services to support the development and strengthening of the reading and mathematics programs. Among those participating were:

Dr. Grayce Ransom: Reading
Mr. Charles Allen: Mathematics

C. Arranging for teacher participation in writing/research teams.

D. Publication of monthly inservice calendar which included activities of all Title I Components. This calendar was issued to Title I school personnel, district administrative personnel, Title I advisory committee members, and as requested by district schools.

E. Providing materials requested by principals and Title I inservice personnel to support on-site inservice related to:

1. Minority group cultural, socioeconomic, and educational characteristics, etc.
2. Selection and use of instructional materials and techniques appropriate to meet needs of Title I participants.

F. Meeting with Title I school personnel, advisory committee groups, Title I administrative personnel for the purpose of coordinating inservice activities.

G. Conducting workshop for district inservice during teacher orientation:

Topic: District Problems for the Culturally Different

Panel Participants:

Moderator: Evelynne Walker, Coordinator
Department of Compensatory Education Inservice

Mr. Arthur Carlson, Director
Department of Compensatory Education Services

Mr. Joe Lee, Head Teacher
Lincoln Elementary School
(Formerly connected with community programs)

Mr. Phillip Patino, Coordinator
Migrant Project, Fresno City Unified School District

Attendance: Approximately 50 teachers at each of the two sessions (a.m. and p.m.)

H. Arranging for an inservice class entitled, Black and Brown Power: 20th Century Phenomena. This class was conducted under the auspices of the Adult Education Department and was taught by Mrs. Joan Newcomb: weekly February 17 - March 31. District credit was provided for participation in all sessions.

III. Evaluation

A. Evaluation of the weekly inservice activities is covered in Section I and 2 of this report.

B. The Reapplication called for four sessions of inservice over and above the inservice directly supportive of the instructional program. These were identified in the Reapplication as follows:

September 3, 1969
Orientation Meeting

October 4, 1969
Teaching the Culturally Different

Raising the Academic Achievement of Negro Children from Poverty Areas (8 sessions)

Improving Self-Concept through the Language Program (6 sessions)

1. The September 4th inservice session was conducted at the request of District curriculum personnel as a part of their total inservice day for all elementary and secondary teachers. Teachers from each school were assigned to, or in some cases allowed to choose the session they attended. For this reason, the audiance was made up of teachers from a variety of schools, grade levels, and backgrounds.

   An evaluation instrument was prepared by the District which was used with all of the orientation series sessions conducted by the District during the Institute Training conducted before the beginning of the school year. Generally speaking, the inservice was well received.

2. The October 3rd and 4th inservice titled "Teaching the Culturally Different" was in effect, the initial meeting of the Kenneth Johnson series. This inservice served as an orientation for teachers newly assigned to Title I schools. Fresno State College student teachers, Fair Chance Interns assigned to Title I schools and teachers from St. Alphonsus school were invited to this and subsequent sessions in addition to the regular teachers. Ninety-one individuals of all categories attended the October 3rd and 4th sessions.

   A questionnaire was completed by the participants at the end of the inservice sessions. A copy of the questionnaire with a summary of the comments and responses is provided as Item 1 of the Appendix. The responses were exceptionally favorable. A tabulation of the answers to the first four questions included in this questionnaire is given as follows:

The information and ideas presented were: (check one)

Stimulating	85
Moderately stimulating	0
Interesting	6
Of only slight interest	0
Uninteresting	0

The ideas and information which were presented were: (check one)

Generally new to me	15
Some ideas were new, some I already had	64
Few ideas were new to me	7
Nothing was new to me	2

The ideas and information had: (check one)

Extremely practical value to me	61
Some practical value to me	25
Of little practical value to me	1
Of no practical value to me	1

Did you consider this meeting worthwhile? Yes 90 No 1

The comments and suggestions provided in answer to the last three questions were exceptionally complementary, including typical statements as:

"Mr. Johnson has much to say to white teachers."

"Insight into Black cultural living."

"Interesting, informative, humorous, stimulating."

Several suggestions were made which caused the coordinator to reconsider the organization of subsequent inservice sessions in this series. These were:

Provide for small group instruction. More time and smaller groups. Supply a person of the same caliber to speak on the Mexican-American culture and education problems.

In response, the following schedule was planned for the next portion of the Dr. Johnson series, "Raising the Academic Achievement of Negro Children from Poverty Area."

November 7, 21 and December 12 (Friday)
Minimum day sessions to be called for schools having the largest number of Negro students: Franklin, Columbia, Kirk, and Lincoln.

November 8, 22, and December 13 (Saturday)
A course providing college or inservice credit to be conducted by Dr. Johnson. Teachers from Jefferson, Teilman, Calwa, and Winchell to be given registration priority.

The series was conducted according to the revised plan. A post academic test was administered to both groups at the end of the last session. The test was also administered to an EPDA group that participated in a parallel inservice program conducted by Dr. Johnson, and to a control group selected from EPDA participants from Carver school who did not receive the training. Carver school has a student population that is predominantly black.

A copy of the academic test which covered the content of the lecture series beginning November 7th and 8th is included as Item 2 of the Appendix. Analysis of the test results indicated that the EPDA and Title I groups scored better than the control group. (See Item 3 of the Appendix).

Median number of questions missed for the 50 question test:

EPDA	4.5
Title I	6.0
Control	10.5

An analysis was made of the questions most frequently missed. This is included as Item 4 of the Appendix. The seven questions missed by over 25 of the 89 teachers tested are:

1. Teaching children to understand and speak "Standard" English must precede instruction in reading "Standard" English. (Expected answer: Agree)

3. Instruction in writing should not receive emphasis until children have received some instruction in language and reading. (Expected answer: Agree)

16. For the disadvantaged black child, the school must teach the child standard English. (Expected answer: Agree)

32. Most Negro children have poor auditory discrimination skills making it difficult for them to reproduce certain sounds characteristic of standard English. (Expected answer: Disagree)

33. Most language programs recognize that black children are uniform in their speech deviations and treat these as systematic speech occurances characteristic of a social group. (Expected answer: Disagree)

37. Just as speakers of English cannot reproduce sounds in Chinese or Russian, the Negro child cannot reproduce some of the sounds of standard English because his auditory discrimination skills are different. (Expected answer: Agree)

46. Most teachers expect disadvantaged Negro children to speak a non-standard Negro dialect. (Expected answer: Disagree)

3. A questionnaire covering the Leonard Olguin Inservice series of eight sessions was sent to the teachers at the Title I schools that have large (25% or more) Mexican-American student populations: Winchell, Calwa, Jefferson, and Teilman. A copy of this questionnaire is included as Item 5 of the Appendix. The responses were very disappointing. Of the 65 teachers returning questionnaires, 57 indicated that they had not attended any of the eight TV sessions in the series. This in itself would indicate that this portion of the inservice program was a failure, regardless of the quality of content or need, just because of lack of participation. Comments indicated that, in spite of the announcements made to schools concerned, the teachers did not know or remember the times of the viewings. Some teachers indicated that, although each session was shown at five different times, the times all conflicted with other activities.

Summary

The first two objectives "develop an understanding and acceptance of the individual student, his environmental background, and his level of educational competence; to develop a knowledge and understanding of basic child growth and development concepts and the ability to relate these to the individual child and his educational tasks" was partially fulfilled. The narrative describes the nature of inservice activities specifically designed to accomplish these two objectives. Test results for the Dr. Johnson series indicated a rather high level of comprehension of information covered. Teacher responses to questionnaires indicate the Johnson series was well received. The Leonard Olguin series failed because of lack of attendance.

The third objective "described a knowledge of instructional techniques and materials to be employed and skill in their use" was fulfilled. The rather extensive pull-out inservice program is described on pages 6.9 through 6.12 of Part 2 of this section of the report. The pull-out inservice was provided on a weekly basis for teachers and beginning in February was on a weekly basis for classroom aides.

PART TWO

I. Objectives

A. The objectives of the inservice training described in this part of the report are as stated in the components to which the inservice is related.

II. Narrative Description

This part of the Staff Development Component is a compilation of inservice activities directly associated with the several components. The comments which follow have been extracted from each of the component narratives and restated here so that the inservice activities might be viewed in total. A monthly Inservice Calendar was published to help coordinate the overall inservice program. (See Item 6 of the Appendix).

A. Language Development (Section 1)

The team approach was used to implement the individualized Language Arts program this year. This inservice team consisted of the fifteen Reading Resource Teachers (two per school except for one at Teilman), Building Principal, Title I Reading Coordinator, and Outside Consultants. Reading Resource Teachers attended a weekly inservice planning session conducted by the Title I Reading Coordinator on Friday afternoons, which was followed by a site planning session with the Building Principal on Monday. The site group inservice for teachers and aides was conducted by the Resource Teacher, Principal and Coordinator (on request) on a scheduled weekly basis; Tuesday afternoons (Calwa, Kirk, Franklin); Wednesday (Winchell, Lincoln, Teilman, Jefferson, Columbia). Additional inservice was provided during the week by the Resource Teacher teaming or demonstrating within the classroom.

The main thrust of the entire Language Arts inservice program beginning in September and maintained on a weekly basis has been to help the teachers gear all instruction to the individual pupil. This included diagnosing the pupils' needs, profiling results, and planning an instructional program geared to the needs and characteristics of the learner. A large portion of inservice time was devoted to changing the teachers' attitude towards classroom reorganization, physical room arrangement, rotation of students to stations, and development of interesting and meaningful materials and activities to be used in the stations.

B. Mathematics (Section 2)

Two Math Resource Teachers were placed in each of the Title I schools with the exceptions of Teilman, which had one, and

St. Alphonsus, which did not have any. Basically, the responsibility of these individuals was to inservice the instructional staff on the individualized approach to mathematics.

Friday afternoon inservice meetings were scheduled throughout the year in which Resource Teachers from each of the Title I schools were provided with ideas and materials to be used in their own school's inservice program. Topics for these Friday inservice sessions included:

1. Individualized instruction as it applies to math.
2. Development and use of a skills sequence and student profiles.
3. Use of equipment and materials, including manipulative aides, drill and practice kits, tapes, and other mathematical devices.
4. Setting up learning stations in the individual classrooms.
5. Math tests and other evaluative devices.
6. Math content review.

Outside consultants were called in to help with this program. Dr. Lola May, Math Consultant from Winnetka, Illinois, presented inspirational materials related to the individualized approach to the Resource Teachers in September. Charles Allen from Los Angeles was contracted for four separate occasions during November and December to demonstrate methods and techniques. He worked with regular teachers, students, and Resource Teachers giving demonstration lessons and emphasizing the lab approach to teaching mathematics.

In order to inspire and keep current with math teaching techniques and methods, Math Resource Teachers attended a number of mathematics conferences during the year. These included California Math Council conferences at Asilomar, Anaheim and San Luis Obispo, and a N.C.T.M. Name-of-Site conference in San Diego.

The Resource Teachers used the information gathered at the conferences, from the outside consultants, and from the Friday afternoon inservice meetings to prepare the inservice program at their own schools.

Weekly inservice at the building level was originally scheduled by the Resource Teachers at each school. Because of the demands of other areas (Reading, Guidance, etc.) for the inservice time the Math Resource Teachers held mathematics inservice as frequently as possible, with the building principal determining their frequency.

Individual school staff needs dictated the types of inservice meetings at each school, but general topics which were covered at most schools included the six topics described previously for the Friday afternoon sessions. These inservice meetings were scheduled on a shortened day schedule so that teachers and aides could attend before or after their regular classroom assignment. Aides in many cases were pulled from the classrooms and inserviced by the Resource Teachers.

A Mathematics Content course was provided for Resource Teachers, regular teachers, and classroom aides in the Title I schools. This course offered in the Spring semester and carrying college credit was taught by six secondary math teachers. Two hundred thirty teachers and aides in Title I schools registered for this course. The course covered the content of the State texts adopted for use in California schools beginning the Fall of 1970.

C. Auxiliary Services (Section 3)

1. Guidance Services

An inservice program was developed and became an integral part of the total guidance program. One of the inservice goals at each school was to inform and train the administrative and instructional staff in the use of certain behavior modification techniques. This inservice activity employed the use of approximately 40 printed materials that were developed by the guidance staff. Small informal groups were formed as need, usually to explore a common behavioral or learning problem. The instructional staffs were involved in inservice programs dealing with Behavioral Modification Theory and Techniques. The ITV series "Open Doors to Learning" was secured by the District. Each video tape was previewed by the guidance consultants with objectives and discussion questions developed for each tape.

2. Paraprofessionals

A preservice orientation was held to inform the aides of the behaviors expected such as promptness, courteousness, follow-through on tasks, etc. Also aides were told of benefits which they could receive, their hours, and about the compensatory program and the role they would play.

A meeting with the eight building principals or their representatives was held to describe the aide inservice program and the responsibilities of each principal to provide an adequate inservice program for their aide. This inservice was to be administered by the mathematics, reading, and guidance personnel assigned to the school in addition to that normally provided by the teacher.

In January a calendar for inservice was implemented at the request of an evaluation team from Sacramento. It was found that aides did not recognize that the day-to-day instruction provided by the teacher was an important part of their inservice, also a pull-out inservice program was not in effect for aides at all schools.

Liaison with the local colleges resulted in some progress being made for career programs for aides to become teachers. A class in mathematics designed for elementary teachers and aides was offered during the spring semester through Fresno State College Extension. Two units of college credit were available for those completing this course. A reading course was offered through the adult school designed specifically to upgrade aides in their reading skills. Forty aides completed the mathematics course and twenty-four completed the reading course.

3. Study Trips

Teachers at each of the eight public compensatory schools and St. Alphonsus were inserviced on the mechanics of requesting and conducting study trips on the dates provided below:

September 15, 1969 -	a.m.	Jefferson
September 16	a.m.	Teilman
September 16	p.m.	Franklin
		Columbia
		Winchell
September 17	p.m.	Calwa
September 18	a.m.	Lincoln
September 18	p.m.	St. Alphonsus
September 23	p.m.	Kirk

At these inservice sessions teachers were provided with information concerning all aspects of the study trip activity, such as:

a. General information related to forms and how they should be completed to insure confirmation of the trip requested.

b. Explanations as to how confirmations were mailed back to the school. Teachers were advised of their responsibilities for making their own study trip arrangements--destination, confirmation and cancellation. Notice of cancellation or change of destination was required at least 24 hours in advance of confirmed date.

c. Every teacher whose class took a study trip had to complete an evaluation form and send it to the Compensatory Office within ten days after the trip - e.g. three classes go to the Zoo on October 2-3, evaluation forms were to be completed by the three teachers.

d. Bus schedule limitations were explained; the available time during week days being 9:30 a.m. to 11:30 a.m. and 12:30 p.m. to 2:30 p.m.

e. Some out-of-town trips would be accepted such as visiting the State Legislature. Other out-of-town trips would require approval of the program Director.

D. Intergroup Relations (Section 4)

During the 1969-70 school year a total of 14 inservice workshops were held for the home-school liaisons. Each workshop was approximately 1½ to 2 hours in duration. The workshops were designed to give the liaison information and training that would be of direct value to him in his daily work. The first four workshops were structured to give the liaisons information regarding certain departments with which they would either be in direct contact or would need information about. Six of the workshops were devoted to "Incident Training Sessions." Each liaison was given an incident which he read to the group. Then the liaison would attempt to tell how he would handle that particular incident. Once he had told how he would handle it, he was questioned by the other liaisons and thus had to justify his procedures or accept his mistakes and revise his approach. This type of training was of great value to the liaisons in that it gave them an opportunity to see their mistakes and also be exposed to different techniques that could be utilized in their work. The last four sessions again were informative type workshops. All consultants used for the workshop were from the District with the exception of the gentleman from the Welfare Department. Attendance by liaisons was mandatory for each inservice meeting.

E. Parent Involvement Activities (Section 5)

Informal inservicing of parent committee members was a continuing activity throughout the year. The Director, Coordinator of the Parent Involvement Component, Coordinators of

Mathematics and Language Arts, Human Relations Consultant, and Evaluator have discussed various aspects of the Title I Program at regular meetings of the Central Advisory Committee. Members of the State Department of Education Review Team met with the Committee on December 2, 1969, in what was a discussion session which also served as an inservice activity. The principals and the coordinator of the Parent Involvement Component have provided most of the informal inservice for the Target School Advisory Groups. Tours for parents were conducted at several schools.

A general inservice training program was given on Saturday morning, January 10, 1970. The purpose of this meeting was to explain the components of Compensatory Education to members of the Advisory Committee and Advisory Groups. A 25-page brochure was prepared as a handout for this inservice which briefly described the activities within each of the components of the Compensatory program, provided a summarization of operational information concerning the target schools and the Central Offices, provided a line-item outline of the 1969-70 Title I budget, and a description of the evaluation design for the program.

A number of locally prepared handouts were prepared to assist parents become better prepared for their role as advisory members. Parents also received copies of the State Guidelines, copies of A Handbook for Citizens Compensatory Education Advisory Committee in addition to the locally prepared publications.

On November 22, 1969, there was a Regional Parents' Involvement Meeting sponsored by A.C.A.C.E. in which the Compensatory parents met and drew up recommendations to present to the Commissioners at the Bakersfield Conference. The members of the Central Advisory Committee participated and took an active role in the meeting. The conference was held on March 9 and 10, 1970. Fifteen parents and three home liaisons attended. The participants in this conference became acquainted with the broader aspects of the Compensatory Program as viewed from a regional and State-wide level.

A number of individual members attended inservice activities conducted for the instructional staff of the Title I schools. Mr. Douglas from Jefferson attended inservice meetings conducted by Dr. Kenneth Johnson and Dr. Ransom, both Language Consultants. Mr. Floyd White from Columbia attended an inservice meeting conducted by Mr. Charles Allen, a Mathematics Consultant. There were others attending various inservice activities.

APPENDIX

ITEMS PAGE

1. Evaluation of In-Service Program........................ 6.16
2. "Language and the Black Student"........................ 6.17
3. Dr. Johnson Inservice Series........................... 6.21
4. Answer Sheet for "Language and the Black Student".. 6.22
5. Leonard Olguin Inservice Questionnaire................. 6.23
6. Title I Master Calendar............................... 6.25

Item #1

FRESNO CITY UNIFIED SCHOOL DISTRICT

Office of Planning and Research Services

EVENT Dr. Ken Johnson SCHOOL ____

DATE October 3, 1969

EVALUATION OF IN-SERVICE PROGRAM

1. The information and ideas presented were: (check one)

   Stimulating; 85 Moderately Stimulating; ____ Interesting; 6

   Of only slight interest; ____ Uninteresting; ____

2. The ideas and information which were presented were: (check one)

   Generally new to me; 15 Some ideas were new, some I already had; 64

   Few ideas were new to me; 7 Nothing was new to me; 2

3. The ideas and information had: (check one)

   Extremely practical value to me; 61 Some practical value to me; 25

   Of little practical value to me; 1 Of no practical value to me 1

4. Did you consider this meeting worthwhile? Yes 90 No 1

   Please comment on the reasons for your answer.

   Generalized in the Evaluation Commentary

5. Have you suggestions on how this meeting might have been improved?

   Generalized in the Evaluation Commentary

6. Have you suggestions for topics for future in-service meetings (e.g. more of same, new areas, etc.)?

   Generalized in the Evaluation Commentary

ELEMENTARY SCHOOL
TEACHER ATTITUDE INVENTORY
Concerning:

"LANGUAGE AND THE BLACK STUDENT"

This inventory consists of statements designed to sample opinions about the problems of teaching language and reading to black students. The statements are related to the lecture series conducted by Dr. Kenneth Johnson.

Read each statement and decide how YOU feel about it. Then mark your answer by circling the appropriate letter on the answer sheet provided. DO NOT MAKE ANY MARKS ON THIS QUESTIONNAIRE.

If you agree with the statement, circle the letter "A".

If you disagree with the statement, circle the letter "D".

If you are undecided, circle the letter "U".

STATEMENTS

1. Teaching children to understand and speak "Standard" English must precede instruction in reading "Standard" English.

2. Black children should be required to use standard English in the classroom so that they will become more sure of themselves while learning to communicate with each other and their teacher.

3. Instruction in writing should not receive emphasis until children have received some instruction in language and reading.

4. Presently many black children in the schools are not learning to speak standard English.

5. Standard English is the language of the middle-class.

6. Standard English is a variety of English.

7. The variety of English most often heard in the disadvantaged subculture is not standard English, but a non-standard dialect of English.

8. Children who rely heavily on slang words have difficulty communicating with one another.

9. A dialect is the collective speech patterns of one subculture group as opposed to those of any other subcultural group.

10. The variety of English spoken by many disadvantaged black people is called by some linguists the "non-standard Negro dialect".

11. By the time children have entered school, they have internalized the features of the particular variety of English spoken in their primary cultural environment.

12. Teachers generally expect children to speak the middle-class language.

13. Special methods and materials should be used to teach disadvantaged black children the language of the middle-class.

14. "Incorrect and sloppy" are appropriate descriptions of the language used by most of the disadvantaged negro children.

15. For the middle-class child the school reinforces and extends the child's primary language.

16. For the disadvantaged black child, the school must teach the child standard English.

17. Language is learned during childhood by hearing and then imitating sounds of models.

18. Traditional programs for language emphasize analysing standard English, having children do written drills, and having children read descriptions of standard English.

19. The traditional approach has been a failure in teaching most disadvantaged black children standard English.

20. Many black children graduate at the end of 12 years of schooling still speaking the non-standard dialect.

21. Children begin to learn language as they enter the primary grades.

22. Children who speak a non-standard dialect are particularly handicapped in reading.

23. Before teachers can effectively teach black children standard English, the interference points between non-standard Negro dialect and standard English must be recognized.

24. Traditional programs have emphasized an oral approach to teaching language.

25. Within the Negro dialect, there are correct ways to pronounce words and a correct grammar to be used.

26. It is normal for a black child who speaks non-standard English to substitute f/ for th/ at the ends of words like mouth, both, and month.

27. Not only is there a slightly different phonological and grammatical system, but there is a different lexicon, or vocabulary, used by black people in addition to the words they use that every speaker of English recognizes.

28. A child's errors in speech should be criticized so that the child will learn to recognize the differences between their speech patterns and standard English.

29. Black people have assigned additional meanings to common words, and these additional meanings are culturally relevant.

30. The different phonology, grammar and lexicaon of non-standard English, is a linguistic barrier between white teachers and black children.

31. Standard English must be taught as an alternate dialect rather than a replacement dialect.

32. Most negro children have poor auditory discrimination skills making it difficult for them to reproduce certain sounds characteristic of standard English.

33. Most language programs recognize that black children are uniform in their speech deviations and treat these as systematic speech occurances characteristic of a social group.

34. Second language teaching techniques and materials based on a second language rationale is one of the approaches for teaching black children standard English.

35. Black children speak non-standard English, their parents speak it, their neighbors, their friends, preachers, relatives, and almost everyone else with whom they come into contact -- except the teacher at school.

36. Deviations in pronunciation are indications of the negro child's dialect and consist of a different phonological and grammatical system.

37. Just as speakers of English cannot reporduce sounds in Chinese or Russian, the Negro child cannot reproduce some of the sounds of standard English because his auditory discrimination skills are different.

38. The important thing is to get the negro children to talk, especially in the primary grades.

39. Instruction in auditory discrimination should be deferred until the intermediate grades, because the children are not ready for this type of training in the primary grades.

40. Children in early grades should be exposed to hearing standard English that has been carefully composed to include those grammatical patterns of standard English that are lacking or in conflict with corresponding grammatical patterns in the children's dialect.

41. Disadvantaged black elementary children seldom have an opportunity to participate in a cultural environment where standard English is operable.

42. The program to teach standard English to disadvantaged black children who speak a non-standard English Negro dialect must be based on the rationale of teaching English as a second language (really an alternate dialect).

43. A second language rationale recognizes the linguistic system in the non-standard Negro dialect.

44. Students need drills which help them discriminate between English phonology and the phonology of their dialect.

45. The instruction should focus on the points of interference between the non-standard Negro dialect and the standard English.

46. Most teachers expect disadvantaged negro children to speak a non-standard Negro dialect.

47. Role playing is an effective technique to use to give black children an opportunity to participate in situations that require standard English.

48. The instructional emphasis in the elementary language program for black children must be on oral drills, rather than written language drills.

49. Schools should arrange activities that permit black children to interact with persons outside their subculture.

50. Black children in the elementary grades recognize a need to learn to speak standard English.

RH:kw

DR. JOHNSON INSERVICE SERIES
COUNT OF NUMBER OF QUESTIONS MISSED
ARROW INDICATES MEDIAN

Item #3

	EPDA - 12	Title I - 77	Control - 14
1	1		
2	1	4	
3	3	7	
4	1	15	
5	→ 1	10	
6	1	→ 5	
7	1	12	1
8	1	11	3
9	1		2
10		2	1
11		1	→ 1
12		3	
13			
14			3
15		1	
16		2	
17		1	
18	1	1	
19			
20		1	2
21			
22			1
23			
24			
25			
26		1	

Item #4

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

ANSWER SHEET FOR
"LANGUAGE AND THE BLACK STUDENT"
89 Tested

1.	31	26.	4
2.	21	27.	14
3.	29	28.	7
4.	17	29.	3
5.	9	30.	8
6.	17	31.	4
7.	9	32.	37
8.	11	33.	27
9.	8	34.	6
10.	12	35.	7
11.	7	36.	4
12.	8	37.	35
13.	7	38.	10
14.	5	39.	23
15.	7	40.	11
16.	30	41.	11
17.	1	42.	7
18.	9	43.	10
19.	6	44.	2
20.	1	45.	6
21.	6	46.	41
22.	14	47.	8
23.	4	48.	4
24.	12	49.	1
25.	4	50.	16

Items circled over 25 missed.
RH:kw

Item #5

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

SCHOOL______________________________ DATE______________________________

This questionnaire is designed as a survey of opinions of teachers regarding the quality of Inservice provided by the ITV series featuring Leonard Olguin. Please complete the form and return it to the Office of Planning and Research Services by May 31, 1970.

1. How many of the eight sessions in this series did you attend? (check one)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8

2. Did you receive a personal copy of the manual "Solutions in Communication" designed specifically for this series?

Yes______ No______

3. Where did you go to view the TV sessions?

____

____

____

____

4. Did you find the facilities for viewing satisfactory?

Yes______ No______ Don't know______

5. If "no" to 4, what criticisms of the facilities do you have?

____

____

____

____

6. Were the scheduled times for viewing suitable for your needs?

Yes______ No______ Don't know______

7. If "no" to 6, please describe the problem in scheduling as it affected you.

____

____

____

8. Regarding the series:

A. The information and ideas presented were: (check one)

Stimulating;_______ Moderately Stimulating;_______ Interesting;_______

Of only slight interest;_______ Uninteresting;_______

B. The ideas and information which were presented were: (check one)

Generally new to me;_______ Some ideas were new, some I already had;_______

Few ideas were new to me;_______ Nothing was new to me;_______

C. The ideas and information had: (check one)

Extremely practical value to me;_______ Some practical value to me;_______

Of little practical value to me;_______ Of no practical value to me;_______

9. Do you believe that the use of TV presentations of top level consultants like Leonard Olguin is worth your time? (Consider the fact that these men, because of a tight schedule, may not be able to come to Fresno for inservice sessions.)

Yes_______ No_______ Don't know_______

10. Did you consider these Inservice sessions worthwhile? Yes_______ No_______

Please comment on the reasons for your answer.____

____

____

____

____

____

____

11. Have you suggestions on how these Inservice sessions might have been improved?

____

____

____

____

____

____

RJH:kw
5/6/70

Item #6

Fresno City Unified School District
Department of Compensatory Education Services

NOVEMBER 1969
Arthur Carlson, Director
Evelynne Walker, Inservice Coordinator

TITLE I MASTER CALENDAR

Subject Area	Date(s)	Personnel Invited	Topic for Discussion	Time and Place
Advisory Committee (Citizens)				
Lincoln Adv. Comm.	Nov. 4	Committee members and those interested	Title I	7:30 Lincoln
Calwa " "	Nov. 4	" "	Title I	7:30 Calwa
Jefferson " "	Nov. 5	" "	Title I	7:30 Jefferson
Franklin " "	Nov. 10	" "	Title I	7:30 Franklin
Central " "	Nov. 19	Panel of Speakers Mrs. Walker, Mrs. Lister	Components of the ESEA Title I Project: Staff Development, Reading	7:30 Comp.Ed. Bldg. #3
Winchell " "	Nov. 11	Committee members and those interested	Title I	7:30 Winchell
Compensatory Education Staff	Nov. 3, 10, 17, 24	Staff	Weekly Staff Meeting	8:00 - 9:00 A.M. Dept. Comp. Ed.
EPDA	Nov. 4	EPDA Personnel	Dr. Donohue Demonstration - Math	1:30 Lincoln
"	Nov. 6	" "	Dr. Ransom Demonstration-Reading	P.M. Lincoln
"	Nov. 7	" "	Dr. Johnson - Teaching in Multi-Cultural Classroom	8:30 - 10:30 Lincoln
Follow-Through				
Math	Nov. 7	Follow-Through Tchrs and Tchg.Assts.	Math Games for Intellectual Development	2:30 P.M. Sarah McCardle Room Public Library

6.25

Subject Area	Date(s)	Personnel Invited	Topic for Discussion	Time and Place
Reading	Nov. 4	Title I School Personnel Lincoln - Franklin	Visitation Dr. Ransom's Field Test School	8:30 Los Angeles City Schools
	Nov. 7	Title I Rdg.Res.Tchrs	Weekly Inservice	1:00 Lincoln
	Nov. 13	Title I School Personnel Calwa - Columbia	Visitation Dr. Ransom's Field Test School	8:30 Los Angeles City Schools
	Nov. 14	Title I Rdg.Res.Tchrs.	Weekly Inservice	1:00 Lincoln
	Nov. 18	Title I School Personnel Jefferson,Winchell,Teilman	Visitation Dr. Ransom's Field Test School	8:30 Los Angeles City Schools
	Nov. 21	Title I Rdg.Res.Tchrs.	Weekly Inservice	1:00 Lincoln
	Nov. 26	Title I Rdg.Res.Tchrs. and Principals	Dr. Ransom - Sequence Inservice	9:00 Lincoln
Staff Development Sessions with Dr. Johnson Univ. of Illinois	Nov. 7	EPDA Participants	Language Prob. of Disad. Dr. Johnson	8:30 -10:30
	Nov. 7	Faculties:Franklin, Columbia,Kirk,Lincoln	Language Prob. of Disad: Focus on prob. of Negro students: Dr. Johnson	2:30 - 5:00 Irwin Jr.High
	Nov. 8	Faculties: Jefferson, Teilman, Winchell,Calwa, (others by arrangement with Walker, Comp. Ed.	Language Prob. of Disad:(FSC credit avail.) First in series of three sessions: Nov.22,Dec.13 Dr. Johnson	8:30 - 12 noon Manchester
Reading/RAP	Week of Nov. 17	RAP program participants	Lew Miller: To be sched. & announced	Sched. to be announced
Reading/BRL	Nov. 12	Title I Tchrs: gr 4-5-6 using BRL prog. mat'ls.	Ralph Parker Teaching,evaluating and reinforcing with prog. materials (remedial)	Comp. Educ.Bldg.3 2:45 - 4:00
Staff Development Sessions with Dr. Johnson Univ.of Illinois	Nov. 22	See participants above	See subjects above	2:30 - 5:00 Irwin Jr. High
	Nov. 23	See participants above	See subjects above	8:30 - 12 noon Manchester

Subject Area	Date(s)	Personnel Invited	Topic for Discussion	Time and Place
Follow-Through				
Language Arts	Nov. 14	Follow-Through First Gr.Tchrs.& Tchg.Assts.	Language Experience in Reading	2:30 P.M. Fresno Co.Sch.Bldg.Rm.300
Language Arts	Nov. 21	Follow-Through Kdgn. & 1st.Gr.Tchrs.& Assts.	Phonics and Language Experience in Reading	P.M.Kindergarten 9:30 A.M. A.M.Kindergarten 1:30 P.M. 1st Grades 2:30 PM Bank of Tokyo
Home-Sch.Liaison	Nov. 7	Home-School Liaison	Understanding Comp.Ed. Program	3:30 Franklin Library
" "	Nov. 21	" " "	Understanding Food Stamp Program	" "
Mathematics	Nov. 10	Title I Math Resource Teachers and Teachers	Mr. Charles Allen classroom demonstrations and Math labs	9:30 Columbia
6.27 "	Nov. 24	" " "	" "	1:00 Lincoln
MCL	Nov. 1	Children Title I 6th Gr. Tchrs,Coor., Aides	Class Newspaper,Creative Dramatics,Tumbling,Proj., Science,Arts & Crafts	9 - 12 Lincoln
"	Nov. 3	MCL Tchrs.& Coor.	Prep.of mat'ls for Arts and crafts	4 - 6 IMC Library
"	Nov. 8	Children Title I 6th Gr. Tchrs, Coor. Aides	Class Newspaper,Creative Dramatics,Tumbling,Proj., Science,Arts & Crafts	9 - 12 Lincoln
"	Nov. 10	MCL Tchrs.& Coor.	Preview of AV Mat'ls for Science & Rocketry	4 - 6 IMC AV Department
"	Nov. 15	Children Title I 6th Gr. Tchrs,Coor.,Aides	Class Newspaper,Creative Dramatics,Tumbling,Proj., Science,Arts & Crafts	9 - 12 Lincoln
"	Nov. 17	MCL Tchrs.& Coor.	Preparation for Parents Meeting	4 - 6 IMC Library
"	Nov. 22	Children Title I 6th Gr. Tchrs, Coor. Aides plus parents	Parent visitation day Student Progress and exhibits	9 - 12 Lincoln
"	Nov. 24	MCL Tchrs. & Coor.	Evaluation of Nov.Progress Sched.of new classes for Dec.	4 - 6 IMC Library

SECTION 7

PRESCHOOL

ABSTRACT

The preschool program in Fresno is aimed at the major objective of increasing the verbal and academic ability of children from economically disadvantaged areas. Past evaluations have indicated success as measured by the Peabody Picture Vocabulary Test, and there were indications in last year's evaluation that pupils with Preschool experience attending the second grade were doing better in reading than their no-Preschool-experience peers.

This year's evaluation results parallel previous evaluations in that an analysis of gains made by the pupils in the Preschool Program indicated that verbal ability of participating pupils increased as measured by the Peabody Picture Vocabulary Test. The statistical evidence also indicated that while the three identified ethnic groups differed from one another, each group's verbal ability increased during the year spent in the Preschool Program.

The above results lead to the conclusions based on the Peabody Picture Vocabulary Test, that (1) the Preschool Program is effective in raising the verbal ability of participating pupils, (2) even though selected by the same criterion (poverty), the three identified ethnic groups differed from one another as to verbal ability, and (3) even though there were differences between these ethnic groups, the Preschool Program was equally effective with all children regardless of ethnic affiliation.

When comparisons were made of reading scores of children with Preschool experience vs. children with no Preschool experience in each of grades 1, 2 and 3, no significant differences were found. However, when the reading test records of third graders with Preschool experience were compared to the reading test records of third graders without Preschool experience, a statistically significant difference was found in favor of those pupils who had had Preschool experience. The scores for this analysis were the May 1968, May 1969, and May 1970 Stanford Reading Test scores for each pupil.

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PRESCHOOL

I. Objectives

A. Children in the preschool programs will have increased comprehension scaled to verbal ability and/or vocabulary growth as measured by the Peabody Picture Vocabulary Test.

B. Children with preschool experience will increase their application of the verbal and vocabulary skills learned in preschool in first, second, and third grades as measured by standardized tests.

C. Children with preschool experience will respond to this experience by having a positive personal behavior pattern in the first, second, and third grades as measured by a behavior rating scale.

D. Teachers and aides in the preschool program have an appreciation for the preschool program as measured by a teacher questionnaire.

II. Narrative Description

During the 1969-1970 school year preschool classes were conducted in the following elementary schools: Addams, Aynesworth, Calwa, Carver, Figarden, Franklin, Jefferson, Kirk, Lane, Lincoln, Lowell, Rowell, Teilman and Winchell; in the Reed Clegg Adult Welfare School; and in the Emerson, Fairview Heights, Heaton and Webster Children's Centers.

Seven hundred fifty (750) children between the ages of three and five years were enrolled in 50 classes which were in session 15 hours per week during the academic school year.

The program was jointly funded from two sources: The Title I Preschool component was approved for 270 children recruited from low income families, while the State Preschool component was approved for 480 children recruited from welfare recipient families. Title I and State Preschool children have been co-mingled in all classes since 1966 under the policy outlined in Guidelines for Compensatory Preschool Educational Programs.

Due to changes in the Title I Guidelines instituted this year, children from low income families living outside the Title I target area schools were no longer eligible to enroll in preschool classes. However, since the project was approved by the State

Board of Education before the implications of the Title I change were clear, Fresno City Unified School District was authorized to continue the Title I and State Preschool project as planned with co-mingling of funds and children.

Each morning or afternoon class of 15 children was staffed by a teacher holding either a California teaching credential or a regular Children's Center permit; an instructional aide indigenous to the school neighborhood; parent volunteers; and community volunteers. The ratio of one adult to every five children was maintained.

Other personnel included a director, a full time and a part-time resource teacher, five nurses, two general aides, two clerk registrars and a part-time typist-clerk.

LANGUAGE ARTS

The instructional component of the preschool program is designed to help children develop cognitive, language, motor and social skills, as well as behavioral modifications, within a responsive learning setting where children are free to explore, to experiment, to select activities, to pace themselves, and to discover relationships about their physical, cultural and social world.

While individual and small group instruction was emphasized, total group instruction was used during a part of each day. Children spent some time working and playing alone as well as interacting with other children and adults. Emphasis in program planning was placed on individual needs, achievement and progress.

Typical Daily Program for Morning and Afternoon Sessions

First Hour

- Arrival, greeting and health check
- General activity period, indoors and outdoors
- Development of physical skills and concepts through large and small motor experiences and sensory-manipulative experiences involving:
    1. Movement exploration with balls, ropes, tires etc.
    2. Large and small blocks
    3. Large and small wheel toys
    4. Climbing apparatus
    5. Sand box and materials
    6. Woodworking tools
    7. Manipulative materials, puzzles and toys
    8. Art and craft materials
- Development of communication skills and concepts involving:

1. Conversation between children and between children and adults
2. Vocabulary development center
3. Concept development center
4. Listening center
5. Book and story area
6. Music area
7. Dramatic play area
8. Audio-visual viewing center

Second and Third Hours

- Development of social skills and concepts involving:

  1. Snack and conversation in small groups
  2. Group activities with stores, rhythms, songs, rhythm instruments, dramatic play, audio-visual materials etc.
  3. Nature and science activities
  4. Neighborhood walks and study trips
  5. Clean up and evaluation of day's happenings

- Goodbyes and departure

As each child participated in the structured and non-structured activities and experiences, and depending upon his interests and readiness, the following understandings, skills, knowledge and attitudes were developed:

Language Ability

1. The child moved from shy silence, physical interaction only, or hesitant attempts at speaking to confidence and trust in verbal communication.

   He moved from a limited vocabulary to an ever-expanding one to keep pace with his experiences, interests and ways of perceiving; from labels and descriptions of objectives to characteristics and classes of objects.
   Behavioral Objective:
   The child will be able, on request, to describe in a complete sentence a common classroom object using at least two appropriate adjectives.

2. He acquired the ability to listen, to understand and to follow verbal directions without a model.
   Behavioral Objective:
   The child will be able to follow first one, then two or three simple directions given simultaneously i.e., "Sit down", "Get a magazine and sit down", "Get a magazine, a pair of scissors and sit down."

3. The child moved from semi-intelligible speech to clearer articulation.

Behavioral Objective:
The child will, on occasion, ask the teacher or another adult for information and clarification.

4. He moved from the exclusive use of his native language or social-class dialect in the school setting to the use of standard English, but retained the facility to express himself in both ways.

Concept Formation

1. The child developed a knowledge of relative size, relative location, same as, different from, and contrasting, opposite conditions.
   Behavioral Objective:
   The child will be able, when asked, to stand beside, in front of, and in back of another child, and between two other children.

2. The child developed the ability to identify colors and shapes, a number of objects in a group and to classify by sorting or grouping -- things that are alike and things that are different.
   Behavioral Objective:
   The child, when requested, will be able to enumerate objects in sets up to six (6).
   Behavioral Objective:
   The child will be able, on request, to reproduce with a crayon a vertical line, a circle, a horizontal line and a cross.

Problem Solving

1. The child developed the ability to repeat, extend and duplicate a pattern using varied manipulative materials i.e., beads, pegs, color cubes etc.
2. He was able to find parts of the whole and finish incomplete arrangements.
3. He developed the ability to make inferences, to guess and then revise when receiving more data.
4. He was able to eliminate the known to determine the unknown.
5. The child developed the ability to play matrix and "What's My Rule" games.

Physical Awareness and Motor Skills

The children's sense of well-being was further strengthened by acquiring the following specific understandings, skills and knowledge:

1. Ability to understand and handle own physical needs as they relate to body cleanliness, clothing, food, rest and sleep.

2. Knowledge of parts of the body i.e., arms, hands, fingers, head, eyes, ears, nose, mouth, legs, feet, toes, knees, etc.

   Behavioral Objective:
   Upon request the child will be able to point to his head, eyes, nose, mouth, ear, feet, etc.

3. Development of better body control and knowledge of the space the body takes up through outdoor play, movement games, obstacle courses and problem solving situations with balls, ropes, tires, inner tubes, walking boards and beams, jumping boards, crawl-through barrels, large blocks and climbing apparatus; indoor play through the use of manipulative materials, coloring, painting, cutting, molding and building.

   Behavioral Objective:
   The child will be able to take the responsibility for selecting and using materials and equipment and help put them away.

   Behavioral Objective:
   The child will usually be willing to try unfamiliar materials and activities.

Behavior Pattern:

In order to provide the children with a sense of self-worth, activities and experiences were planned to help develop independence in daily living routines and satisfaction in successfully performing and completing varied learning tasks. Positive personal behavior patterns were established through:

1. Knowledge of identification information on self and others i.e., own first and last name, age, address, parent's name, teacher's name, names of other children, and recognition of his own printed name.

   Behavioral Objective:
   The child will be able, when asked, to state clearly his first and last name, his address, and his age.

   Behavioral Objective:
   The child will be able to select his name from a group of five names printed in manuscript on individual cards.

2. Ability to control own behavior in a classroom or outdoor setting i.e., will consider the other person's needs and feelings, will take turns, and will share toys, equipment and materials.

   Behavioral Objective:
   The child will, on occasion, be able to verbalize anger or resentment without resorting to aggressive or hostile behavior.

   Behavioral Objective:
   The child will be able to respond to a familiar adult without visible signs of distress.

The Fresno County Welfare Report of March 6, 1970 stated:

> As well as receiving stimulation outside the home, the preschool child seems to gain new identity and importance within the home.

HEALTH SERVICES

In order to provide the children with a sense of well-being by meeting their basic health needs, five qualified and experienced nurses provided services to preschool classes in the following ways:

> Worked with students, parents, teachers, social workers and school administrators to promote an optimal level of student health which in turn helped to promote optimal learning.
>
> Conducted classroom observations in order to evaluate the students' health needs in relation to the educative process.
>
> Conducted dental, visual and auditory screening programs and recorded findings on cumulative health record cards.
>
> Referred students needing follow through care to medical advisors for further evaluation and treatment as indicated or to various community health service agencies.
>
> Arranged appointments for physical examinations, laboratory work and immunizations. Provided transportation when needed.
>
> Consulted with parents on special helath, safety and nutritional needs of the children through home visits and/or school conferences.
>
> Assisted as resource persons for the teaching staff and parent groups in the areas of health education and early childhood growth and development.

In a report to the State Department of Social Welfare, dated March 6, 1970, the Fresno County Welfare Department stated:

> Due to the cooperation of preschool personnel and social workers it was apparent not only that the children's health and well-being had improved, but the parents were better able to meet parental responsibilities. This was documented by increased recognition of health needs and meeting these needs by securing proper medical and dental care.

Other positive factors noted were improved housekeeping standards, and better understanding of children's needs and behavior resulting in a more positive home atmosphere.

PARENT INVOLVEMENT

Parents of children enrolled in preschool were encouraged and urged to participate in the program in the following ways:

Assist in classroom and outdoor activities and experiences

Attend parent meetings and workshops including Parent Advisory Committee meetings

Help plan for study trips and accompany class when possible

Work toward employment as an instructional aide if interest, opportunity and time permitted

Understand and appreciate school and community responsibilities and services available

Participating in the instructional program, parents worked with the teacher and aide in individual and group activities, prepared materials, supervised outdoor play and helped maintain the staffing ratio of one adult for every 5 children.

Parents assisted by reading stories, supervising craft activities and table games, preparing snacks, observing patterns of child behavior, and setting up outdoor interest and exploration centers.
Objective: When working with children, parents will demonstrate increasingly skillful techniques in guiding learning experiences.

Many parents were interested in making some of the manipulative materials, toys and games and trying them out at home.
Objective: The parent will exercise initiative by asking for suggestions for learning activities to be used at home.

Parents were expected to participate in meetings held at least twice a month at each site. Often the two morning or afternoon teachers conducted joint meetings. Teachers included parents in planning the types of programs and determining the meeting dates and times. A total of 1031 different parents attended these meetings during the school year.
Objective: The parent will become involved, willingly, with other parents in group activities.
Objective: In ethnically mixed groups, the parents will be able to mingle freely.

A wide and varied range of subject areas were included in the meeting and workshop programs. Discussion topics centered on family health, nutrition, available community resources, the childrens' program, child growth and development and child guidance at home and at school.

Workshop and craft activities (including sewing classes) gave parents the opportunity to share ideas and skills and contributed to the discovery of latent talents which, in turn, helped to increase the confidence and enhance the self-image of the parents.

While many of the meetings followed the general pattern described above, the parents in a number of centers were vitally concerned with larger school-community problems. They attended Parent-Teacher Association and Model Cities meetings in a body. Several became officers in the organizations, including the Parents' Advisory Committee. Two groups visited the Frances Ellen Harper Center and became involved with the neighborhood and summer program of the Y.W.C.A.
Objective: When given the information, training and opportunity to do so, the parent will be willing to participate in school-community organizations and activities.

In all, 39,778 parents participated in the preschool programs, including parent meetings, study trips, days at the school, and parent conferences. It is believed that these first hand experiences will help parents attain an improved attitude toward the school environment and personnel and will help reinforce learning at home.

In the Fresno County Welfare Report to the State Department of Social Welfare, dated March 6, 1970, the following statements were made:

> Ninety five percent of the families felt they benefited from the preschool program.
>
> More than half of the families felt a more positive attitude toward education as a result of preschool experiences.
>
> Families who have been actively involved in the program felt appreciation for the learning experiences provided for them and their children.
>
> Not only has the program prepared the child for kindergarten and new learning opportunities, but it has served to gently sever the dependency of child and parent.

STAFF DEVELOPMENT

During the 1969-1970 school year regularly scheduled preservice and inservice meetings were held for all preschool personnel, organized and conducted according to the following plan:

> Teacher and instructional aide teams met daily and weekly to plan for the children's program and for parent and community volunteer participation.

Each preschool center staff, including teachers, instructional aides, nurses, principals, resource teachers and parents, on occasion, met monthly to coordinate the instructional program, materials and activities.

Three preservice meetings and a series of seven (7) released time inservice meetings were held before preschool classes started and monthly thereafter for all preschool personnel (see Inservice Calendar).

INSERVICE CALENDAR OF REQUIRED MEETINGS
1969-1970

September

9/2 Orientation meeting for teachers and instructional aides new to the program

Looking at Our Children
Looking at Our Program
Looking at Our Organization

9/3 All preschool personnel

Panel presentation by community representatives, Working Together With Understanding.
Small group discussion and reaction.

Health Services

Introduction to new curriculum materials

9/4 All preschool personnel

Presentation by Dr. Thelma Rea, Fresno State College, Learning How to Learn
Small group discussion and reaction

Presentation by Mr. Grant Greaves, Supervisor, Department of Public Welfare, School, Home and Community Work Together (Food Stamp program)
Small group discussion and reaction

October

10/10 All preschool personnel (released time)

A.M. Preschool center staff meetings

P.M. Presentation by Research and Evaluation Department, Using the 1968-1969 Evaluation Report for Diagnosing Individual Needs and Program Planning. Discussion and questions.

December

12/12 All preschool personnel (released time)

A.M. Preschool center staff meetings

P.M. Presentation by Mrs. Margaret Ginet, *Music for Young Children*
Group singing

Presentation by Dr. Arne Nixon, Fresno State College, *Literature for All Children*

January

1/23 All preschool personnel (released time)

"Make-It" workshop on *Activities for Parents*. Demonstrations presented and materials prepared by a committee of teachers, instructional aides and parents and coordinated by the resource teachers.

February

2/20 All preschool personnel (released time)

"Make-It" workshop on *Activities Especially for Boys*. Demonstrations, presentations and materials prepared by a committee of teachers and instructional aides and coordinated by the resource teachers.

April

4/17 All preschool personnel (released time)

A.M. Staff members from neighboring preschool centers gathered in six preschool locations to discuss the following topics:

- -- Room arrangement for a responsive learning environment
- -- Multiple use of manipulative materials
- -- Evaluation of the Individual Growth Inventory and Class Checklist of Children's Progress

A summary of the questionnaire used for this evaluation along with copies of the questionnaire, the Individual Growth Inventory, and Class Checklist of Children's Progress is included in the Appendix, items 1-4.

P.M. All preschool personnel

- Reports by recorders of the morning session meetings
- Presentation and discussion of preschool goals and objectives
- Discussion of the objectives for a responsive learning model

May

5/22 All preschool personnel (released time)

A.M. Preschool center staff meetings

P.M. Slide presentation - Preschool from 1965-1970

Presentation by Dr. Gerald Rosander, Department of Elementary Administration, Early Childhood Education in Fresno City Schools.

June

6/11 All preschool personnel (released time)

A.M. Preschool center staff meetings
-- Records and Reports
and -- Individual Growth Records (sent on to kindergarten teachers)
P.M. -- Putting things in order

OPTIONAL INSERVICE MEETINGS AND WORKSHOPS

November

11/14 Central California Teachers' Association Conference

Presentation by Dr. Mary Lane, San Francisco State College, Language Development for Young Children

11/15 Presentation by Mrs. Mary Lewis, San Francisco State College, Involving Preschool Parents

January

1/14 Ruth Jansen Art Workshop
1/15

February

2/16 American Crayon Art Workshop
2/17

March

3/6 State Conference of the California Association for the
3/7 Education of Young Children held in Fresno. Preschool
3/8 personnel planned, participated and attended.

April

4/17 Symposium on Children With Learning Disabilities.
4/18
4/25 Math Fair, Central California Association for Childhood Education

OTHER INSERVICE OPPORTUNITIES

Far West Laboratory Inservice Training Program

In cooperation with Fresno State College and the Fresno County E.O.C. Head Start program six teacher-instructional aide teams participated in an inservice training program developed by Dr. Glen Nimnicht of the Far West Laboratory for Educational Research and Development, to test a responsive learning model in preschool classrooms. Twelve teams, enrolled in the training course last year, have carried on the program this year receiving consultant service from the three program assistants provided by Head Start, Far West Laboratory and Fresno City's State Preschool Program respectively. (A sample of the Laboratory's Testing Program is included in the Appendix, items 5-6.

ITV Inservice Series

"Opening Doors to Learning" is an inservice series of seven 30 minute presentations featuring Dr. William Glasser, noted psychiatrist and educational consultant. The series is designed to help teachers, administrators, social workers, nurses and others, grow in their understandings and skills related to guiding behavioral change in the direction of pupil success in learning.

An ITV workshop was set up in the Preschool Office building for group viewing and discussion. All interested personnel was invited to participate.

Many preschool teachers and instructional aides viewed the series in their own school setting.

Preschool Bulletin

A monthly bulletin edited by the two resource teachers and issued to all preschool personnel and others, is considered to be a valuable inservice training instrument. Ideas for the instructional program, for parent activities and for community involvement were included, as well as pertinent happenings, announcements, recipes, bits of philosophy and poetry for inspiration.

Extension Courses and Workshops

Fresno City College and Fresno State College have included in their offerings courses and workshops on:

The Preschool Child
Training for Instructional Aides
The Responsive Learning Model
Preschool Curriculum

III. Evaluation

Design

The evaluation of the preschool program involved 750 students in fifty classes at nineteen separate locations. Although some of these classes were funded under California state AB 1331, all preschool classes were included in the evaluation, as there was a unified program throughout the nineteen locations with no separation of ESEA Title I students from AB 1331 students.

The design as well as the results and discussion sections are divided into two parts: Standardized and Non-Standardized measures and the specific measurement instruments identified in each.

Peabody Picture Vocabulary Test (PPVT)

The first part is a one year evaluation of the verbal ability and vocabulary growth of students who were enrolled in preschool during the 1969-70 school year. The Peabody Picture Vocabulary Test (PPVT) Form A, a test of verbal intelligence, was administered by the classroom teacher in the fall of 1969 and again in the spring of 1970.

A two-dimensional analysis of variance was completed using the total score on the PPVT and permitted the interaction of time-of-test and ethnic variables. This means that only students who took both the pretest and the posttest were used in the analysis, and the results of the three major ethnic groups--Mexican-American, Negro-American, and Anglo-American--were looked at separately as well as the total.

COOP, Stanford Achievement Test (SAT), Stanford Reading Test (SRT), California Test of Basic Skills (CTBS)

During the 1969-70 school year first grade students in Title I schools took the COOP Primary Reading Test in May, and the Arithmetic section of the Stanford Achievement test in October and again in May.

In the second grade, the students were administered the Stanford Reading Test in May and the Arithmetic section of the Stanford Achievement test in October and again in May.

Third graders were given the Stanford Reading Test in May and the California Test of Basic Skills - Arithmetic section only in October and May.

Analyses of variances were completed using the total scores on the above mentioned tests. The sources of variation included the Amount of Preschool Experience (students with preschool experiences vs. those without), Grade (first, second, and third), and Time of Test (pretest vs. posttest). These variables were looked at separately and also the interaction involving the three.

These analyses were to examine the effects of preschool experiences upon students' achievement during any one school year following this experience and compare it with students who did not have preschool.

Another analysis was completed in order to look at the long-range effects of preschool experience. In this analysis, results of the SRT, administered in May 1968, May 1969, and May 1970 for students with preschool experience and compared with scores of students without experience. In actuality, the gains made in two years reflect more about the long-range effects than would any one year study.

Student Behavior Rating Scale

As stated in the third objective of the project, students with preschool experience will respond to this experience by having a positive personal behavior pattern in the first, second, and third grades. The third part of the evaluation design deals with an evaluation of the accomplishment of this objective.

A Behavior rating scale developed by Far West Laboratory was used to measure the objective. Using this five point rating scale, teachers were asked to rate a selected sample of students in her room on nine areas of behavior: self-awareness, appropriate emotional affect, good relationship with family, good relationship with peers, efficient verbal participation, positive approach to learning, realistic reaction to success/failure, self-satisfaction, and realistic level of aspiration. Along with the rating sheets, the teacher was given a two-page list of operational definitions which described these nine behavioral areas. (A copy of the rating sheet is included in the Appendix, Item 5).

The Experimental Group consisted of randomly sampled first, second and third grade students with preschool experience enrolled in classrooms at each of the eight Title I schools. (St. Alphonsus was not included as it does not have a preschool).

The Control Group consisted of an equal number of students randomly selected within each classroom without preschool experience. Because of students dropping after the sample was made up, the final numbers for the Experimental and Control Groups were not equal; but the difference was minimal.

Within each classroom the teacher was asked to rate an equal number of Experimental and Control Group students using the rating scale. The students with preschool experience were not identified to the teacher nor was the teacher given information concerning the reason for her participation other than it being for a research project.

The rating scales were to be completed by the teacher the last week in May and forwarded to the Office of Planning and Research.

An analysis of variance was completed with two between-subject variables (Method and Grade) and one within subject variable (content or the nine behavioral areas). The analysis included the method by grade interaction, the method by content interaction, the grade by content interaction, and the method by grade by content interaction.

Teacher Aide Questionnaire

The fourth part of the evaluation concerned the measurement of the objective dealing with teachers and aides having an appreciation for the preschool program.

A questionnaire was prepared and administered to all the teachers and aides in the nineteen preschools. Questionnaires were distributed to fifty teachers and to fifty aides the second week in May. All the fifty teachers and forty-eight of the aides returned completed questionnaires. (A copy with tabulated results is included in the Appendix, Item 6).

The questionnaire consisted of twenty-seven statements on which the respondent was to mark either a strong no, no, yes, strong yes, or not applicable. (A copy of the questionnaire with summary totals is located in the Appendix).

A chi-square analysis was used to test the differences among the positive vs. negative responses given by teachers and those given by aides.

Results and Discussion

This section will be divided into two parts, Standardized and Non-Standardized, with the specific standardized measures listed under each part.

Standardized Measures

Peabody Picture Vocabulary Test (PPVT)

A summary of the results of the testing program using the PPVT will be found in Table I. This table shows the means for those students who took both the pretest and the posttest and the means for each of the three Ethnic Groups included in the analysis.

TABLE I

STATISTICAL SUMMARY OF PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS OF THE THREE ETHNIC GROUPS ON THE PEABODY PICTURE VOCABULARY TEST FORM A. PRETEST ADMINISTERED SEPTEMBER 1969, AND POSTTEST ADMINISTERED MAY 1970.

Ethnic Group	Number	Pretest		Posttest	
		Mean	S.D.	Mean	S.D.
Anglo-American	60	87.0	22.01	103.17	15.07
Mexican-American	301	76.73	20.30	92.30	18.42
Negro-American	178	79.76	18.14	92.33	15.91

As shown in Table I, the pretest mean for each group was much lower than the posttest mean, and the mean gain for each Ethnic group varied. In order to determine the significance of such differences, an analysis of variance was completed and is shown in Table II.

TABLE II

ANALYSIS OF VARIANCE OF TIME OF TEST, SEX, AND ETHNIC GROUP VARIABLE MEAN USING THE PPVT, PRETEST ADMINISTERED SEPTEMBER 1969, AND POSTTEST ADMINISTERED IN MAY 1970.

Source	df	MS	F
Between Students	538		
Sex	1	69.91	0.11
Ethnic	2	5,610.45	9.41*
Sex by Ethnic	2	209.69	0.35
Error (Between Students)	533	596.36	
Within Students	539		
Time of Test	1	57,820.99	569.98*
Sex by Time of Test	1	79.87	0.79
Ethnic by Time of Test	2	275.34	2.71
Sex by Ethnic by Time of Test	2	34.80	0.34
Error (Within Students)	533	101.44	

* $\underline{p} < .001$

As shown in Table II, the time-of-test variable means, pretest and posttest, were significantly different. The Ethnic variable means, Anglo-American, Mexican-American, and Negro American, were also significantly different. There was no significant interaction found between ethnic groups and time of testing.

These results suggest that the preschool program has a significant positive effect upon all students within the program. It appears that the program did not have differing effects upon different ethnic groups, but was equally beneficial to all three.

COOP, SAT and CTBS

Test scores of first, second and third graders who previously had preschool experience were compared with students who had not had such experience in order to learn if gains made in preschool have a carry over effect in later grades.

(First Grade)

Two analyses were completed, one using the COOP test measuring reading achievement, and the other was the SAT Arithmetic subtest.

A summary of the pretest and posttest means of each of these two tests for the students with preschool experience (Experimental Group) and those without preschool experience (Control Group) is shown in Table III.

TABLE III
MEANS AND STANDARD DEVIATIONS OF THE SCALED SCORES OF THE COOP TEST ADMINISTERED MAY 1970, AND OF THE SAT, PRETEST ADMINISTERED IN FEBRUARY 1970 AND IN MAY 1970 FOR STUDENTS WITH PRESCHOOL EXPERIENCE (EXPERIMENTAL GROUP) AND THOSE WITHOUT PRESCHOOL EXPERIENCE (CONTROL GROUP).

		Pretest		Posttest	
Test	Group	Mean	S.D.	Mean	S.D.
COOP	Experimental	133.99	3.99	(not given)	
	Control	134.05	4.53		
SAT (Arithmetic)	Experimental	1.37	.33	1.76	4.25
	Control	1.41	.35	1.80	4.61

As shown, differences between the means of the two groups on the COOP test, and differences between the pretest and posttest means of the two groups on the SRT, were small. In the analysis of variance, the results indicated that these mean differences were not significant. This suggests that in the first grade, preschool experience or the lack of such experience did not seem to affect the reading or the math achievement of the students as measured by the COOP and the SAT.

(Second Grade)

In the second grade, two separate analyses were completed using the SAT Arithmetic subtest and the SRT test results. A summary of the Means and Standard Deviations for the two tests for the Experimental and Control Groups is shown in Table IV.

TABLE IV
GRADE EQUIVALENT MEANS AND STANDARD DEVIATIONS FOR SECOND GRADE SAT AND SRT TESTS ADMINISTERED IN MAY 1969 AND MAY 1970 FOR STUDENTS WITH PRESCHOOL EXPERIENCE (EXPERIMENTAL GROUP) AND THOSE WITHOUT PRESCHOOL EXPERIENCE (CONTROL GROUP).

		Pretest		Posttest	
Test	Group	Mean	S.D.	Mean	S.D.
SAT	Experimental	1.75	.42	23.15	6.32
	Control	1.74	.38	22.50	6.06
SRT	Experimental	1.53	.19	22.08	5.43
	Control	1.53	.28	21.95	6.21

As shown in Table IV, although the preschool had a grade equivalent gain during the year which was slightly more than the gain of the Control group, the mean gain difference between the two groups was not significant. This suggests that preschool experience did not cause the rate of reading ability to improve significantly faster than the rate of those students who have not had this experience.

(Third Grade)

Once again, two separate analyses were used to compare scores of tests results on the CTBS, Arithmetic subtest, and the SRT. The pretest and posttest means for the separate variables for each of these two tests are shown in Table V.

TABLE V
MEANS AND STANDARD DEVIATIONS OF GRADE EQUIVALENT SCORES OF THE SRT AND SCALED SCORES OF THE CTBS FOR STUDENTS WITH PRESCHOOL EXPERIENCE (EXPERIMENTAL GROUP) AND THOSE WITHOUT PRESCHOOL EXPERIENCE (CONTROL GROUP). TESTS ADMINISTERED IN OCTOBER 1969, AND MAY 1970.

		Pretest		Posttest	
Test	Group	Mean	S.D.	Mean	S.D.
SRT	Experimental	2.24	.60	2.84	.76
	Control	2.14	.55	2.71	.82
CTBS	Experimental	294.81	34.41	355.26	51.91
	Control	284.59	38.20	336.66	40.52

Once again, pretest to posttest gains, as shown in Table V, were not different enough to be significant when comparing the Experimental and Control Group means. This suggests that in the third grade preschool experience or the lack of such experience does not seem to make a difference in achievement gain.

The results of the analysis of the longitudinal study of third grade, which included the three test administrations (May 1968, 69, and 70) of the SRT as the Time-of-Test variable indicated significant differences. A summary of the means and standard deviations of the variables included in this analysis is shown in Table VI.

TABLE VI
MEANS AND STANDARD DEVIATIONS OF GRADE EQUIVALENT ON THE SRT ADMINISTERED IN MAY 1968, MAY 1969, AND MAY 1970 FOR STUDENTS WITH PRESCHOOL EXPERIENCE, AND STUDENTS WITHOUT PRESCHOOL EXPERIENCE.

			Time of Test			
	May 1968		May 1969		May 1970	
Method	Mean	S.D.	Mean	S.D.	Mean	S.D.
Preschool Experience (Experimental Group)	1.54	.21	2.23	.62	2.85	.76
No Preschool Experience (Control Group)	1.53	.29	1.99	.46	2.61	.73

As shown, the means for the Experimental Group was about the same as the Control Group mean on the pretest and was much higher on the posttest. This pretest vs. posttest difference among the Experimental and Control Group was marginally significant $\underline{F}$ (2,194)= 3.67, $\underline{P} < .05$.

In order that the means and relationships in Table VI can be better visualized, they have been plotted in Figure 1 on next page.

As is shown, the rate of gain increases more sharply for the students with preschool than it does for those without preschool experience. This gain suggests that the preschool experience has influenced student reading achievement in a positive direction. That this positive gain developed over two years suggests that the effects of preschool, as has been expected by many, are generally more long range.

Non-Standardized Measures

Student Behavior Rating Scale. An analysis of variance of the Behavior Rating Scale means was completed with results revealing that there were no significant differences in the means of the Method variable.

There was also no significant difference when comparing the means for the three grades. Kindergarten students with preschool experience did not have means different from Kindergarten non-preschoolers. There were no significant differences when comparing the first, second, or third grade preschoolers and non-preschoolers.

As the mean for the students with preschool experience was no different than the mean for the non-preschool students, it would suggest that the preschool did not seem to have an effect on student behavior regardless of the length of time since he was in preschool or whether he had preschool or not.

Teacher Questionnaire. Returns from a questionnaire given to fifty teachers and fifty aides were strongly positive towards the program. Of the thirty-nine statements on the questionnaire, more than half the teachers responded with either yes or strong yes (indicating positive support for the program) on thirty-seven with thirty-two being significant $\underline{P} < .01$.

Teachers responded with negative answers to only two statements, "Counseling Services, including speech therapy, was adequate", and "Parents more frequently asked for suggestions for learning activities to be used at home." The no or strong no responses to the "counseling" statement were significant $\underline{P} < .01$. A large number of teachers, 16, and aides, 13, answered "not applicable" to this statement suggesting that these services are not offered in some preschools.

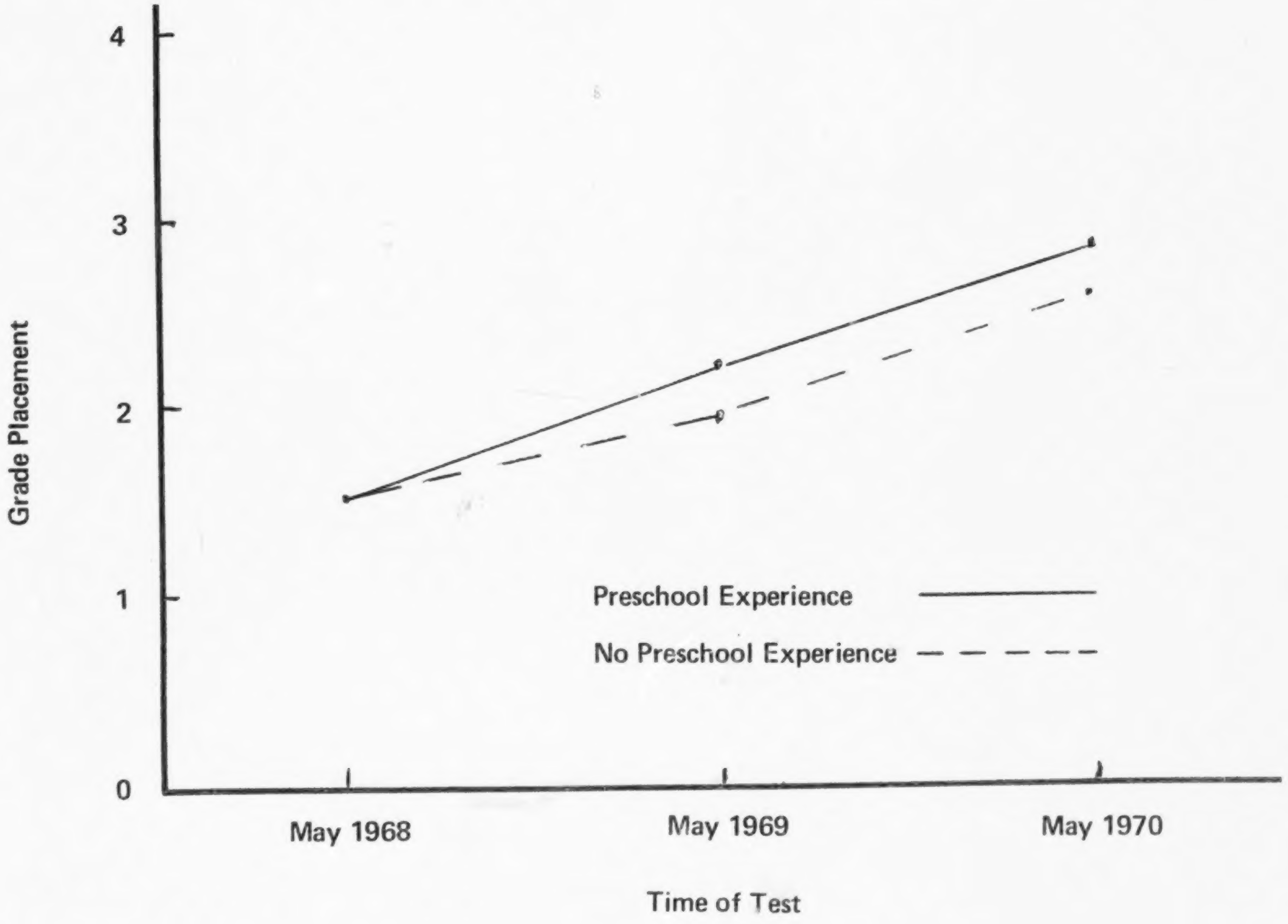

Figure 1. The data shows the differences in reading scores between 3rd Grade Students who have and have not had preschool experience

Generally, the negative responses from teachers and aides were found in those statements concerning parents and suggesting that parent involvement could be improved. This included statements numbers 10, 17, 18, 19, 20, and 21.

In a comparison of Teacher and Aide responses there was general agreement on most of the statements. There were two exceptions: "Adequacy of Counseling Services" with Aides responding positive vs. teachers' negative, and "Preschool buildings are well located in relation to other school buildings", with Aides yes, and teachers no.

The overall results of the questionnaire suggest that both teacher and aide are highly satisfied with the Preschool program for the school year 1969-70.

Summary

The results of the PPVT, suggested that the 1969-70 preschool program has been successful in increasing the intelligence of preschool children while they were still in preschool. This intilligence gain was broad in its scope, irrespective of variables such as the students' sex or ethnic group. In order to determine whether this gain has resulted in better performance and learning in the primary grades, a study was done of first, second, and third grade students who had had preschool experience.

The results of the COOP, SRT, SAT Arithmetic Subtest, and CTBS tests for each of the grades suggested that there was no significant difference in any one of the grades between the students who had preschool experience and those who had not had such experience. It would appear that the preschool experience had not affected the reading or math ability for first, second or third graders. Another study was made to ascertain the long-range effects of having had preschool experience.

The results of the SRT indicated that third grade students who had had preschool experience had a rise in achievement scores over a two year span which was significantly greater than the gains made by students without preschool experience. This would suggest that the preschool program did have positive affects upon reading achievement which did not show up on any one year evaluation but instead indicated lasting positive effects of the program.

The Non-Standardized instrument results were used to determine the affective attitudinal effects of the program upon teachers, aides, and students. Teachers and Aides were highly complimentary about almost all aspects of the program. They praised supportive personnel and services, the curriculum, and the benefits of such a program for the students. The only suggestion was that the parent involvement might be strengthened. Student attitude or behavior were determined by a rating scale for measuring self-concept completed by teachers. The results of this rating scale were that teachers rated students with preschool experience no significantly different than they rated those without such experience. This would suggest that the preschool experience did not seem to have a carry over attitudinal effect in the student in the primary grades.

The success of this preschool program during the 1969-70 school year can partially be determined by an examination of how well it met each objective.

-- Children in the preschool programs did have increased comprehension scaled to verbal ability and/or vocabulary growth as measured by the PPVT.

-- Children who had had preschool experience, although not shown in the one year evaluation, did increase in their application of verbal and vocabulary skills over a two year period as measured by the SRT.

-- Children who had had preschool experience did not seem to have a more positive personal behavior pattern than did those without preschool experience.

-- Teachers and Aides in the preschool program did have an appreciation for the program as measured by a teacher questionnaire.

From the evaluation of the preschool program, it is recommended that a continuing long-range examination of the carry over effects of the program be an integral part of next year's evaluation.

APPENDIX

Items Page

1. Evaluation of the Individual Growth Inventory and Checklist of Children's Progress...................... 7.27

2. Questionnaire on Individual Growth Inventory and Class Checklist of Children's Progress............... 7.28

3. Individual Growth Inventory............................... 7.29

4. Class Checklist of Children's Progress................... 7.32

5. A Rating Scale for Measuring a Child's Self Concept... 7.34

6. Preschool Program Questionnaire.......................... 7.35

EVALUATION OF THE INDIVIDUAL GROWTH INVENTORY AND CHECKLIST OF CHILDREN'S PROGRESS

Preschool teachers, instructional aides and resource teachers met in small-group sessions to evaluate the effectiveness of the two teacher-devised instruments, Individual Growth Inventory and Checklist of Children's Progress (see attached copy).

Six teacher-recorders met individually with the groups; conducted general discussion periods; asked questions and recorded responses as indicated on the attached questionnaire.

The responses to the questionnaire were tabulated in the Preschool Office and the following results obtained:

Use of material

1. The Individual Growth Inventory and Checklist were used by the majority of the teachers in October.
2. Many teachers did not use the Inventory in mid-year, but the majority used it again in May.
3. The Checklist was used during the entire year by teachers, instructional aides and, on occasion, by parents.

Helpfulness of material

1. Most teachers felt that the Inventory and Checklist helped them know more about each child.
2. The instruments indicated areas where each child needed help.

Suggestions for revision

1. Use the Inventory at the beginning and end of the year, only.
2. Use in November instead of October, and in April instead of May for maximum effectiveness.
3. Delete health items. This section duplicates information recorded on health cards.
4. More specific items to check should be included in the Intellectual Development section.
5. More space is needed for comments.

Using with parents

1. A number of teachers used the Inventory and Checklist in parent conferences.
2. Several teachers asked parents to help in using the Checklist as parents worked with individuals and small groups.

ITEM 2

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services - Preschools

QUESTIONNAIRE ON INDIVIDUAL GROWTH INVENTORY AND CLASS CHECKLIST OF CHILDREN'S PROGRESS

Suggestions for the Recorder:

Record the number of teachers in your group

Talk about the Inventory and Checklist and after the discussion, ask the following questions of the teachers and aides and record the answers:

Number

1. Did you use the material in October? # Yes_____ # No_____
2. Did you use the material in midyear? # Yes_____ # No_____
3. Did you plan to use it again in May? # Yes_____ # No_____
4. Was the material helpful? # Yes_____ # No_____
5. In what ways?
   a. In planning more specifically for individual and group needs? # Yes_____ # No_____
   b. In indicating areas when children needed help? # Yes_____ # No_____
   c. In helping to know the children better? # Yes_____ # No_____
   d. Others? # Yes_____ # No_____
6. Suggestions for revision of Inventory and Checklist
7. Have you used the inventory with parents # Yes_____ # No_____
8. Was it helpful? # Yes_____ # No_____
9. Were the parents interested? # Yes_____ # No_____

Name of Recorder____

FRESNO CITY UNIFIED SCHOOL DISTRICT
Department of Compensatory Education Services - Preschools

INDIVIDUAL GROWTH INVENTORY

Child's Name________________ School________________
Enrollment Date________________ Teacher________________
Age at Enrollment________________ Aide________________
No. of children in family________ Place in family of this child________________
No. of parents in family________ Other adults living in the home________________

Remember, children grow and mature at different rates. WATCH and be willing to help when a child shows interest in learning a skill. (Answer questions Yes or No)

PHYSICAL DEVELOPMENT	Oct.	Mid-year	May	Comment or Explanation	Date of Comment
Health					
Is he able to attend regularly?					
Any health problems?					
Does he appear to see well?					
Does he seem to hear well?					
Large Muscle Development					
Does he walk and run easily and freely?					
Does he climb easily?					
Can he hop on one foot?					
Can he catch a ball with ease?					
Can he throw a ball directly to a receiver?					
Can he walk a balance beam or chalk line?					
Small Muscle Development					
Can he cut with scissors?					
Can he handle crayons and paint brush?					
Can he do a simple (5-8 piece) puzzle?					

INDIVIDUAL GROWTH INVENTORY (Continued)

Answer questions yes or no

PHYSICAL DEVELOPMENT	Oct.	Mid-year	May	Comment or Explanation	Date of Comment
Small Muscle Development (Cont'd)					
Can he button?					
Can he zip his jacket?					
Can he lace?					
Can he tie?					
Can he put on his jacket?					
Does he eat without creating a mess?					
Is handedness established (rt. or lft.)					
INTELLECTUAL DEVELOPMENT					
Is he observant?					
Does he have special interests?					
Is his attention span suitable?					
Can he follow simple directions?					
Is his language easily understood?					
EMOTIONAL AND SOCIAL DEVELOPMENT					
Does he think well of himself?					
Is he generally self-controlled?					
Does he show respect for equipment & materials?					
Is he willing to help clean up?					
Does he get along well with adults?					
Does he get along well with children?					
Is he willing to share?					
PARENT COMMENTS:					

INDIVIDUAL GROWTH INVENTORY (Continued)

Answer questions yes or no

STAFF OBSERVATIONS	Oct.	Mid-year	May	Comment or Explanation	Date of Comment
Does he appear well and rested?					
Is his skin clear?					
Are his teeth in good condition?					
Are his eyes alert?					
Have you reviewed child"s Health Folder?					

NOTES (You may wish to note child's particular interests and list areas of strength or weakness.)

CLASS CHECKLIST OF CHILDREN'S PROGRESS

Write in date when child knows specific color or shape.

	COLORS									SHAPES					NUMBERS	
Name of Child	Yellow	Red	Blue	Orange	Purple	Green	Brown	Black	White	□	○	△	▭		Concept of 1 - 5	More Less

ITEM 4

CLASS CHECKLIST OF CHILDREN'S PROGRESS

	CLASSIFICATION				RELATIVE POSITION						OPPOSITES					
Name of Child	Baby Animals Adult Animals	Farm Animals Zoo Animals	Fruits Vegetables		Front Back	In Out	Over Under	Beside Between	Up Down	First Last	Large Small	Slow Fast	Long Short	Heavy Light	Loud Quiet	Hard Soft

ITEM 5

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

A RATING SCALE FOR MEASURING A CHILD'S SELF CONCEPT

Child's Name ____________ Age ______ School ____________ Date ________

Teacher's Name ____________ Grade ______

Directions: Read carefully the behavioral descriptions of the nine areas to be rated below. Then make a mark on each line to describe where this child stands in the behavior. For instance, if you feel he/she is a little above average in Self Awareness, make a mark ✓ on the line following that concept somewhere between "3" and "5". If you feel he/she is quite low in Appropriate Emotional affect, make a mark ✓ on the line following that concept over the "1".

	Low		Average		High
Self Awareness	1	2	3	4	5
Appropriate Emotional Affect	1	2	3	4	5
Good Relationship with Family	1	2	3	4	5
Good Relationship with Peer	1	2	3	4	5
Efficient Verbal Participation	1	2	3	4	5
Positive Approach to Learning	1	2	3	4	5
Realistic Reaction to Success/ Failure	1	2	3	4	5
Self Satisfaction	1	2	3	4	5
Realistic Level of Aspiration	1	2	3	4	5

ITEM 6

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

PRESCHOOL PROGRAM

1. This summary is comprised of the specified number of teachers and teacher aides in the preschool program.

Teachers. 50
Teacher Aides 48

In Part I of this questionnaire, please mark the response which best indicates your feelings about the program.	Strong No	No	Yes	Strong Yes	Not Applicable
2. General morale of the teachers was high.	0 0	1 2	20 21	29 27	0 0
3. General morale of the instructional aides was high.	0 0	1 0	21 24	26 22	0 1
4. General morale of the volunteers was high.	0 0	1 4	17 22	24 18	6 4
5. Counseling services, including speech therapy, was adequate.	10 3	17 12	6 18	1 3	16 13
6. Physical facilities (lighting, space, bathrooms, etc.) of the preschool area were adequate.	1 0	11 5	31 36	6 7	0 0
7. Preschool buildings are well located in relation to other school buildings.	9 5	12 5	18 29	9 7	2 2
8. Amount of available play materials was adequate.	0 2	9 6	31 27	10 11	0 0
9. Quality of available play materials was adequate.	0 0	5 4	34 35	11 9	0 0

	Strong No	No	Yes	Strong Yes	Not Applicabl
10. Parents were very cooperative.	$\frac{3}{2}$	$\frac{15}{14}$	$\frac{24}{20}$	$\frac{6}{13}$	$\frac{2}{0}$
11. Service rendered by the project coordinator or director was adequate.	$\frac{0}{0}$	$\frac{1}{2}$	$\frac{25}{25}$	$\frac{25}{21}$	$\frac{0}{0}$
12. Inservice training for teachers was satisfactory.	$\frac{0}{0}$	$\frac{3}{2}$	$\frac{24}{29}$	$\frac{23}{14}$	$\frac{0}{1}$
13. Classroom aides were effective.	$\frac{0}{0}$	$\frac{0}{1}$	$\frac{22}{23}$	$\frac{27}{20}$	$\frac{1}{2}$
14. Aides received sufficient inservice training.	$\frac{3}{0}$	$\frac{6}{6}$	$\frac{28}{29}$	$\frac{12}{12}$	$\frac{0}{0}$
15. Classroom volunteers were effective.	$\frac{0}{0}$	$\frac{2}{4}$	$\frac{26}{26}$	$\frac{15}{14}$	$\frac{6}{4}$
16. Health services offered in this program made an important contribution to the learning of the preschool children involved.	$\frac{0}{1}$	$\frac{1}{2}$	$\frac{18}{22}$	$\frac{30}{23}$	$\frac{0}{0}$

Part II refers to how the parents of the children in this program were affected by their contact with this program. Please mark the response which best indicates your feelings about the following statements.

	Strong No	No	Yes	Strong Yes	Not Applicabl
17. Parents were strongly involved with children's education.	$\frac{0}{4}$	$\frac{22}{12}$	$\frac{22}{24}$	$\frac{3}{7}$	$\frac{1}{1}$
18. There was an increase in parent participation in school-community activities.	$\frac{1}{2}$	$\frac{15}{17}$	$\frac{27}{23}$	$\frac{6}{7}$	$\frac{0}{0}$

	Strong No	No	Yes	Strong Yes	Not Applicable
19. Parents more frequently asked for suggestions for learning activities to be used at home.	$\frac{0}{4}$	$\frac{27}{18}$	$\frac{15}{18}$	$\frac{7}{5}$	$\frac{0}{3}$
20. In working with children in the classroom, parents increasingly developed skillful techniques in guiding learning experiences.	$\frac{0}{1}$	$\frac{11}{8}$	$\frac{28}{31}$	$\frac{9}{8}$	$\frac{0}{0}$
21. Parents became more involved in ethnically-mixed adult group activities.	$\frac{0}{1}$	$\frac{17}{11}$	$\frac{26}{24}$	$\frac{5}{12}$	$\frac{1}{0}$
Part III refers to the physical and psychological health and the educational development of the child. Please indicate if you feel the following experiences had a positive effect upon the children.					
22. Opportunity to attend at an early age.	$\frac{0}{0}$	$\frac{0}{3}$	$\frac{16}{20}$	$\frac{33}{25}$	$\frac{0}{0}$
23. Increased experience with a variety of toys, games, and manipulative materials.	$\frac{0}{0}$	$\frac{0}{1}$	$\frac{10}{14}$	$\frac{39}{32}$	$\frac{0}{0}$
24. Increased experience with a variety of books, stores, and music.	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{8}{13}$	$\frac{41}{34}$	$\frac{0}{0}$
25. Trips into the community.	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{13}{17}$	$\frac{36}{32}$	$\frac{0}{0}$
26. Individual attention given to each child by teacher and aides.	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{6}{12}$	$\frac{41}{36}$	$\frac{0}{0}$
27. Opportunity to participate in group activities with other children.	$\frac{0}{0}$	$\frac{0}{1}$	$\frac{8}{15}$	$\frac{41}{33}$	$\frac{0}{0}$

Part IV. Do you feel that the children attending the program were positively affected in the following areas?	Strong No	No	Yes	Strong Yes	Not Applicable
28. Getting along with other children.	0 0	0 1	15 24	34 20	0 0
29. Self-confidence.	0 0	0 0	11 21	39 26	0 0
30. Language skills, including common linguistic patterns used in standard American English.	0 0	0 2	14 23	34 21	1 1
31. Readiness for reading.	2 0	0 5	19 25	27 14	2 3
32. Exposure to a varied social environment (various ethnic and social background experiences).	0 0	5 3	20 24	23 18	1 1
33. Ability to follow directions.	0 0	0 0	23 28	26 18	0 0
34. Show curiosity in new things.	0 0	0 0	16 20	34 26	0 0
35. Can do things on his own.	0 0	1 0	17 25	32 22	0 0
36. Basic understanding of such concepts as time, spatial relationships, order and sequence, causality, etc.	1 0	1 1	27 37	21 9	0 0
Part V. Please mark the bubble which most nearly describes how you were affected by the program in the following areas.					
37. I am more knowledgeable about teaching children of this age.	0 0	0 0	14 12	36 35	0 0

	Strong No	No	Yes	Strong Yes	Not Applicable
38. I am more aware of the home and community environment these children experience.	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{20}{16}$	$\frac{30}{30}$	$\frac{0}{0}$
39. I have acquired new techniques to interact effectively with children.	$\frac{0}{0}$	$\frac{0}{0}$	$\frac{18}{16}$	$\frac{31}{31}$	$\frac{0}{0}$
40. I am more knowledgeable about, and have the ability, to work with other professional workers concerned with the child's physical, psychological and social development.	$\frac{0}{0}$	$\frac{1}{0}$	$\frac{20}{22}$	$\frac{25}{21}$	$\frac{0}{1}$

SECTION 8

FOLLOW THROUGH

ABSTRACT

The Follow Through Kindergarten was implemented last year as a Responsive Environment Kindergarten (see Narrative Description) designed to preserve and enhance the measured verbal improvement of Preschool pupils as they enter Kindergarten. This year the program was expanded into the first grade and pupils in the Kindergarten Follow Through Program were placed in Follow Through first grade classes that were structured with a Responsive Environment similar to the Follow Through Kindergarten environment (see Narrative Description).

In last year's evaluation, it was found that children in the Follow Through Program had significantly more gain in ability than did pupils in the Control Group. This finding was not paralleled by this year's finding; no significant differences were found between the Follow Through Kindergarten program and the Control Group classes. A study was done of the first grade follow through pupils also. This study indicated that the gain these pupils had made the previous year was no longer observable when they were compared to their first grade peers in the Control Group. However, the Follow Through pupils did gain significantly in ability as measured by the WISC whereas their Control Group peers did not.

General conclusions about the Follow Through Program then are positive. The evaluation cannot be considered anything but incomplete, however, until a longitudinal study including a longitudinal study of reading test scores can be conducted. This longitudinal study will be possible in the 1970-71 school year.

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THE FOLLOW THROUGH KINDERGARTEN AND FIRST GRADE PROGRAMS

I. Objectives

A. Students in the Follow Through program will respond to the program by developing a positive behavior pattern as measured by a teacher questionnaire and a behavior rating scale.

B. Students in the Follow Through program will develop a knowledge of language, concept-formation, visual concentration and space relations as measured by either the WPPSI, the "C" test or the WISC.

C. Kindergarten students in the program will apply self-regulatory behavior that facilitates effective problem solving as measured by the Innovative Behavior test.

D. Students in the Follow Through program will demonstrate increased comprehension and knowledge of reading and mathematics as measured by the Metropolitan Reading Readiness, the COOP and the Stanford Achievement tests in arithmetic.

II. Narrative Description

Follow Through, authorized under the Economic Opportunity Act, creatively seeks to bring together the school, the community and the home in order to more effectively focus on the goal of individual and family self-sufficiency. It seeks to develop the individual strengths of project children and parents.

The program concentrates its resources upon low-income children in the primary grades of the elementary school who were previously enrolled in Head Start or similar programs; and is designed to provide a special instructional program, comprehensive services and parent participation activities to the project children and their families. It is anticipated that the concentrated program will aid in the continued development of these children to their full potential.

In Fresno, the Follow Through program is a joint effort of the U.S. Office of Education, the Office of Economic Opportunity, the Fresno City Unified School District, and the Far West Laboratory for Educational Research and Development. The purpose of the program is to sustain and supplement in the early grades the gains made by low-income children who have had a full year's experience in a Head Start or preschool programs.

> "Follow Through is designed to meet the instructional, physical, and psychosocial needs of young children from low-income families in a program of comprehensive services and parent comprehensive services in Follow Through: instruction, nutrition, health, social work and psychological services, and staff development.[1]

During the 1969-70 school year Follow Through conducted a program in two classrooms in kindergarten and two in first grade in three schools--Teilman, Jefferson and Carver.

A comprehensive Follow Through program includes an augmented instructional program, parent activities, medical and dental services, social services, guidance and psychological services, and staff development. A description of the program carried out in each of these components during the 1969-1970 school year follows.

THE INSTRUCTIONAL PROGRAM

The instructional program was conducted under the guidance of the Far West Laboratory for Educational Research and Development applying the philosophy and principles of the Responsive-model program as developed under the direction of Dr. Glen P. Nimnicht. The major objectives of the Responsive Model are:

1. To help children develop a positive self-image
2. To help children develop their intellectual ability by:
    a. developing the senses and perceptual acuity.
    b. developing language ability
    c. developing concept-formation ability
    d. developing the ability to solve physical, interactional and affective problems.

In order to achieve the stated objectives, procedures based upon the following Responsive model guidelines were instituted:

---

[1] Taken from the preface to Follow Through Program Guidelines, February 24, 1969, p. i.

1. The learning activities should not depend upon rewards or punishments that are not a part of the learning experience itself.
2. The child should be free to explore the learning environment.
3. The child should set his own pace of learning.
4. Whenever possible, the child should be informed immediately about the consequences of his acts; and
5. The environment should be arranged so that the child is likely to make a series of interconnected discoveries about his physical and social world.

Kindergarten. Classrooms were arranged for individual and small group instruction. The school day was organized for self-directed and teacher directed activities. Most of the child's time in school was spent in self-directed activities. During this time, the teacher and assistants worked with individuals and small groups on various learning episodes or in the typing booth while the other children were free to select learning activities and games in other areas of the classroom and to remain with a task as long as they desired. Learning episodes were those specifically prescribed by the Far West Laboratory to develop intellectual ability, and those developed by the teachers from the District's curriculum materials.

First Grade. Classrooms were arranged for large group, small group, and individual instruction. Each classroom contained some or all of the following learning centers: listening, viewing, concept formation, and art. Teachers were encouraged to correlate the materials in the learning centers with their daily, weekly, or monthly plans of instruction. Thus, the learning centers contained materials which were designed to expand children's knowledge of basic learning concepts which were being developed and introduced in large and small group instruction by teachers and assistants.

R. Van Allen's Language Experience In Reading was used as a basic approach to the teaching of reading. The Wirtz-Botel Math Workshop program formed the basis of the approach to math instruction.

PARENT PARTICIPATION

The major objective of the parent program was to provide opportunities for parents to take an active role in all aspects of Follow Through.

It was hoped that the outcome of such activity would:

1. help parents learn how they can best support and influence the program and, on their own, contribute more fully to their child's total development, and

2. help staff become more responsive to the needs and goals of the parents and community and translate such goals into meaningful project activities.

The Policy Advisory Committee. The regular monthly meeting date of the P.A.C. was the first Thursday of each month at 10:30 a.m. Emphasis was placed upon meaningful parent involvement in the committee functions. Among other activities, P.A.C. members (1) participated in the screening of applicants for professional and non-professional staff positions, (2) reviewed the Follow Through Guidelines in order to more knowledgeably participate in the decision-making processes, (3) participated in the organization of activities for parents, (4) attended the project budget negotiation meeting called by the United States Office of Education, (5) participated in the development of and gave approval to the 1970-1971 application and budget, (6) investigated complaints on food services at project schools, (7) approved activity proposals which were initiated by parent groups at the various Follow Through Schools, (8) worked on ways of involving fathers in the program, (9) explored ways of solving babysitting problems which inhibit parents from participating fully in project activities.

School Follow-Through Parent Organizations. Under the guidance of the social workers and community aides, each project school formed a parent organization in order to more relevantly meet the needs of project children and parents. Meetings were held monthly and sub-committees as needed were formed. Some of the parent organization activities were: (1) securing a foot bridge for the safety of children at Teilman School, (2) establishing instructional toy libraries, (3) securing speakers on food buying and money management and the food stamp program, (4) holding "Fun Nights", (5) conducting rummage sales, (6) organizing a Jamaica (Bazaar), (7) accompanying children to storyland, (8) participating in exercise classes, (9) establishing a "Dad's Club", (10) organizing a fashion show, (11) organizing sewing classes, (12) organizing cooking classes, (13) attending a year-end picnic for all project schools.

Project activities contributed to furthering parent's knowledge about the Follow Through program, helping parents to become better acquainted with each other so that they could more effectively work together as a group, establishing a positive relationship with the school, establishing additional funds to benefit project children, gaining the participation of project fathers.

THE MEDICAL AND DENTAL PROGRAM

Complete medical and dental health care of low-income children was the objective of the medical component. It included:

A. Development of a clear plan for medical and dental services.

   1. developed with the assistance of health professionals.
   2. detailing preventive, screening, referral, and treatment procedures.

B. Activities to help families take advantage of available health services.

C. Health education and counseling for children, parents, and staff.

D. Evaluation of the results of the health component.

Health needs of all Follow Through children were appraised by the Follow Through nurse and the regular school nurses under the guidance of the Director of Health Services. Where necessary, children were referred to physicians and dentists for further diagnosis and treatment.

Activities of the Follow Through nurse included updating, or establishing medical records on all project children; administering screening or arranging for tests; referral for medical treatment and dental care; providing transportation for parents and children to doctor's offices; counseling children, parents, and staff regarding health problems.

As part of the evaluation process, the nurse made an end of the year summary of work done for each child and the work yet needing to be done. The results of the summary will be used to improve health services to Follow Through children in the 1970-71 Follow Through program.

THE NUTRITIONAL COMPONENT

The goal of the nutrition component is to develop more fully the physical resources each child brings to the learning process. In accordance with the stated concept, the nutritional component included:

1. a well planned hot lunch served daily.

2. mid-morning or mid-afternoon snacks.

Hot lunches planned by the Department of Food Services were served to eligible Follow Through children. Snack time was a nutritional experience, a learning experience, and a socializing process. Teachers and assistants sitting with small groups of children served various kinds of snack foods and used the nutritional experience to further extend intellectual development.

SOCIAL SERVICES

The comprehensive social service component was designed to help low-income families deal with or prevent problems which limit the realization of their full potential. Social workers and community aides visited all families for the purpose of explaining the Follow Through program, encouraging parent participation in the classroom and in parent meetings, and obtaining identifying information in order to effectively assist parents in dealing with their problems.

The work of the social workers and community aides focused upon providing social work services:

1. Assisting in identifying children in need of the program.
2. Providing and interpreting information to other project staff about the needs and the social situation of project children and their families.
3. Coordinating community resources in order to obtain maximum necessary help for project families.
4. Identifying family problems and working toward problem solutions: (Major problems were in the areas of housing, employment, clothing and food.)
5. Assisting parents in learning about and utilizing community agencies and services in order for them to privately and individually solve their own problems.
6. Assisting parents in developing meaningful parent activities which:
    a. enabled the staff to know parents better.
    b. enabled the school staff to explain and interpret the school program to parents and others in the community.
    c. demonstrated to the child the depth of his parent's interest in him and the school program.

d. demonstrated to parents the methods and acomplishments of group endeavor, i.e., how to identify a group problem, how to work with a group to formulate plans to eradicate the problem, how to carry out plans to a conclusion and evaluate for future improvement.

GUIDANCE AND PSYCHOLOGICAL SERVICES

The guidance counselor conducted individual and group casework with children while working with staff and parents in order to develop methods of facilitating the learning and adjustment of project children. Utilizing the program sponsor's theories of learning and personality development, the major emphasis of the counseling component was directed toward helping children:

1. To develop wholesome attitudes and concepts of self and others.

2. To develop the capacity to become self-directive and to acquire problem solving ability.

3. To develop responsibility for their choices and decisions.

4. To know themselves, their strong and weak points and to use the knowledge of self to develop problem solving and strategies and abilities.

5. To develop self-acceptance, a sense of personal worth, a belief in their own competence, a trust in themselves, and to develop an accompanying trust and acceptance of others.

Pupils were referred to the counselor when they exercised either limited, inactive, self-destructive or irresponsible participation in the Follow Through program. Referrals were made by teachers, principals, parents, assistants, social workers and the nurse.

In addition to organizing a casework and staff development program, the counselor:

1. participated in parent meetings.

2. worked to activate more father participation in the program.

3. attended social events sponsored by the parent committees.

4. made monthly progress reports during Follow Through parent-teacher meetings.

STAFF DEVELOPMENT

In order to make adequate provision for on-going staff training and career advancement opportunities, all Follow Through personnel were involved in continous staff development programs organized under the direction of the coordinator.

The instructional staff--preservice and inservice. Prior to the opening of school preservice sessions were held for all instructional staff members. During the year, sixty-seven inservice meetings were conducted. The majority of the meetings were conducted for teachers and assistants jointly. However, some meetings were held for assistants only, and some for teachers only.

Preservice and inservice meetings were organized and conducted by the coordinator and program advisors with assistance from the Far West Laboratory staff members, District coordinators, out of district consultants, teachers, auxiliary staff members and the project general consultant.

Meeting dates and topics were arranged as follows:

August

25 - 29	All teachers, assistants, and all new Follow Through personnel: A Comprehensive Follow Through Program; The Language Experience Approach to Reading; Math Workshop; Organizing to get Started.

September

12	First grade teachers: The Reading Program; Math Inventory.
19	Kindergarten teachers: Organizing for Effective Instruction; Learning Episodes; Using specific language.

October

6	First grade teachers: Using LEIR and Math Workshop; Reviewing teacher plans for the year.
7	Kindergarten teachers: Reviewing teacher plans for the year; Social Services; Teacher-Assistant Relationships.
10	All teachers and assistants: Discipline in the Responsive - Environment; Nursing Service.

October

17	All teachers and assistants: Discipline and Self-Esteem, Guest lecturer, Dr. Stanley Coppersmith.
31	First grade teachers: Classroom Arrangement; Procedures for Individualizing Instruction; Language Behaviors for teachers.

November

7	First grade teachers and assistants: Math Games for Intellectual Development; Language Experiences in Reading.
14	First grade teachers and assistants: Language Experiences in Reading, Conducted by Mrs. Velma Clark, LEIR consultant, Merced County Schools.
21	All teachers and assistants: Language and Math Games to develop problem solving abilities; Language Experiences in Reading with Velma Clark.

December

5	All teachers and assistants: Developing Problem Solving Abilities, conducted by Dr. Harold Abel. Report on District's Evaluation of 1968-1969 Follow Through conducted by Office of Planning and Research.
9	All Follow Through staff members: Improving the Comprehensive Follow Through Program conducted by Dr. Harold Abel.
12	All teachers and assistants: Learning Episodes; Parent Participation; Learning Centers and the Language Experience Approach to Reading. (Mrs. Cla conducted portions of the agenda.)

January

12	All teachers and assistants: Language Behaviors For the Instructional Staff; Counseling - Social Services.
13	Volunteers and new reading assistants: Introduction to Follow Through

January	
14	Reading Assistants: *The Work of the Reading Assistants*
19	All teachers and assistants: *Science in the Responsive Model Follow Through Program* conducted by Mrs. Verna Carlson, Far West Laboratory
26	All teachers and assistants: *Developing Observation Techniques*, Larry Matthews, Office of Planning and Research Services.
27	Reading assistants: *Continuing the Development of the Reading Assistant*.
February	
2	All teachers and assistants: *Music in the Responsive Environment*
9	All teachers and assistants: *Concept formation*; *Developing Problem Solving Abilities*; *Introduction to Word Bank* with Gloria Anderson, Elementary Reading Coordinator
18	All Follow Through staff members: *Workshop on the Responsive Model Follow Through Program* conducted by the Far West Laboratory for Educational Research and Development.
19	All Follow Through staff members: *Workshop on the Responsive Model Follow Through Program* conducted by the Far West Laboratory for Educational Research and Development.
March	
2	All kindergarten and 1st grade teachers: *Planning for Effective Instruction*; *Working with Cuisenaire Rods*
19	First grade teachers: *Using the Bill Martin Sounds of Language Readers*; *Classroom Control in the Responsive Environment*.
April	
1	Teacher assistants: *Discussion*: *Program Progress*; *Career Development*

April

18	All teachers and assistants: Learning Episodes; Language Arts.
27	All teachers and assistants: Learning Episodes; Using the Language Master; Handwriting and Story Writing.

May

4	All teachers and assistants: Games for Developing Problem Solving Abilities; Headline Stories; Viewing Follow Through classrooms.
11	All teachers and assistants: New Games for Problem Solving; Planning for Smooth transition of pupils to the new grade level.
25	Kindergarten and 1st grade teachers: Program Planning; Viewing Follow Through classrooms; Next year's Language Experience Program with Dr. Forrest Sloan.

Auxiliary staff--Auxiliary staff members met with the coordinator weekly for the purpose of consultation, development and on-going evaluation of the social work, guidance, health services and components. Staff members attended meetings called by the Far West Laboratory for Educational Research and Development, and meetings of the health and guidance departments of the Fresno City Unified School District. In addition, the advice of the heads of many community agnecies and special programs was utilized in the organization and development of the auxiliary services. All project staff attended and/or participated in preservice and in-service sessions of the instructional staff.

Volunteers. Parents of Follow Through children volunteered in all phases of the program; health services, social services and the classroom program. In the classroom parents participated in the instruction of children and observed classroom proceedings.

The Fresno Chapter of Hadassah provided a capable and dependable source of non-project volunteers to the Follow Through Program. All volunteers were oriented to program objectives and placed with project classrooms to work with children under the direction of the teachers.

Career Advancement. All paraprofessionals were encouraged to continue and complete their education. Project funds were available for tuition and books for those who cared to apply. A special career development program spearheaded by the Follow Through project was organized with Fresno State College and will be available to paraprofessional staff during the 1970-71 school year.

III. Evaluation

Introduction

Two programs were compared in kindergarten and first grade: the Follow-Through Program, which may be called the Experimental Treatment, and the Regular District Program (administered at selected schools), which was the Control Treatment. Although the two programs are referred to as "Experimental" and "Control", it should be clear from the following description that their specific definitions, in some cases, may require a consideration of the additional support programs that may have influenced results in a particular school.

The Follow-Through Program was administered in two kindergarten and two First-Grade classes at Carver, Jefferson, and Teilman Elementary Schools. The Jefferson and Teilman Schools both received Compensatory Education services, while Carver Elementary School did not. However, the Jefferson and Teilman classrooms used in this study did not receive the Compensatory Education services. The Regular District Program was administered in two kindergarten and two first-grade classes at Franklin and Lincoln Elementary Schools, both schools receiving Compensatory Education services that were, in this case, given to the individual classrooms. The Regular District Program also was administered in two kindergarten and three first-grade classrooms at Webster Elementary School, which did not receive Compensatory Education services. The Franklin and Lincoln Control schools were participants in a pilot reading project called The Reading Articulation Program, while the Webster Control school used the Basic Reading and Supplementary Supplies Program.

The Reading Articulation Program is an experimental program based on the most recent findings concerning the teaching of reading. The goal is a reading program tailored to the individual needs and learning styles of pupils. The Basic Reading and Supplementary Supplies Program employs the traditional approach in the teaching of reading and uses the state-mandated reading materials. In addition, however, emphasis is placed on the use of multi-sensory and multi-level materials to meet the individual needs of students.

Thus, a total of six kindergarten and six first-grade classrooms used the Follow-Through Program and a total of six kindergarten and seven first-grade classrooms used the Regular District Program. It should be noted that although the Follow-Through Program is referred to as Experimental and the Regular District Program as Control, both programs had the advantage of various kinds of augmentations beyond what is usually available for teaching kindergarten and first grade. The two programs, of course, are different; but the "Control " program cannot be considered merely a bland, traditional approach.

In kindergarten, the children of each program were administered the following tests: the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the "C" Test, and the test of Innovative

Behavior (IB) from the Cincinnati Autonomy Test Battery. All kindergarten tests were administered individually at the beginning of the year and again at the end of the year. In the first grade, the tests used were the Wechsler Intelligence Scale for Children (WISC), the Cooperative Primary Reading Tests (COOP), the Metropolitan Readiness Test (MRT), and the Arithmetic Subtest of the Stanford Achievement Test (SAT). All first-grade tests except for the WISC were administered as group tests. The COOP was administered only at the end of the year; all other first-grade tests had a pretest and a posttest.

Statistical Evidence

Measures of Ability and Attitude

Descriptions of ability tests and scoring used on pretests and posttests are presented in the following list:

1. The Wechsler Preschool and Primary Scale of Intelligence
   The WPPSI is a downward extension of the Wechsler Intelligence Scale for Children. The WPFSI permits assessment of very young and very low-scoring subjects.

   A shortened form of the WPPSI was used utilizing the four most reliable subtests--Vocabulary, Similarities, Picture Completion, and Block Design. Both raw scores and scaled scores were available for each of the subtests, for a Verbal and Performance score, and for a Total score. IQ scores were not computed because only four of the ten subtests were administered.

   According to the author, the Vocabulary subtest assesses word knowledge and the ability to deal with symbols; the Similarities subtest measures verbal concept formation. These two subtests constituted the Verbal score. The Picture Completion subtest was designed to measure visual concentration, and the Block Design to measure insight into space relations. These two subtests constituted the Performance score.

   All of the analyses were completed using scaled scores in order to account for age differences. For each subtest the norms on the original standardization group were converted to a scale with a mean of ten and a standard deviation of three. The converted means for all four of the subtests combined would therefore have a mean of forty for the norming group.

2. The "C" Test. This test measures the child's abilities at simple concept formation. Only raw score is available, with the highest score possible being nine.

3. The Cincinnati Autonomy Test Battery - Innovative Behavior. The complete battery of this test contains eight subtests which profess to measure "self-regulatory behaviors that facilitate effective problem solving." The Innovative Behavior subtests have been selected to measure performance on a problem-solving task. A dog and a bone are separated by obstacles; the child is to find new or different ways for the dog to reach his bone. Only raw score is available.

4. The Wechsler Intelligence Scale for Children. The WISC is an extension of the Weschler-Bellevue Intelligence Scales used with adolescents and adults. It is very similar in structure to the WPPSI, containing verbal and performance subtests which when treated separately can be viewed as measuring separate abilities. The same four subtests were examined with the WISC as with the WPPSI. By using scaled scores on the WISC, almost exact comparability was available for performance comparisons between kindergarten and first grade.

5. The Cooperative Primary Reading Tests. The COOP is a set of standardized tests of general achievement designed for use in the primary school grades. The test presumes to measure (1) comprehension (defined as the identification of illustrative instances, or associated objects or instances), (2) the extraction of elements or identification of omissions, and (3) interpretation, evaluation and inference. Scaled scores were used in order to maintain comparability across forms and levels of the test.

6. The Stanford Achievement Test (Arithmetic Subtest). The arithmetic section of the Primary I Battery was used to measure the acquisition of fundamental concepts required for learning in the first grade. Grade-equivalent scores were used as the criterion measures.

7. The Metropolitan Readiness Test. The MRT was designed to measure "the extent to which school beginners have developed in the several skills and abilities that contribute to readiness for first grade instruction." Raw scores were used as the criterion measures.

Designs and Analyses

Two basic designs were used to examine the performance data: the nested analysis of variance and the factorial analysis of variance.

Nested designs, involving classes as the nested variable, can be extremely useful in educational research. With these designs, it is possible to test not only the overall differences between one method of teaching and another, but also whether or not there is significant variation among classes of students all being administered the same method of teaching. This latter result could be as important as any other in a study. The finding that a method is successful is interesting and perhaps useful, but is the method generally successful given different teachers and different classes of students? And does one method of teaching result in greater variation among classes of students than another? Clearly, these questions must be considered in the evaluation of teaching methods if the results of statistical tests are to relate realistically to the operational setting.

The present study involved classes nested within treatments (methods of teaching). Table I presents the nested design as used in this evaluation. The statistical analyses utilized this design in various ways depending upon what was being tested.

As shown in Table I, there were three variables in the basic design: Method of Teaching (Follow Through vs. Control), Classroom variation (within methods), and Time of Test (Pretest vs. Posttest). This design, of course, combines a nested variable with a crossed variable. Classrooms are nested within methods of teaching: a classroom is either in the Follow-Through Program or in the Control Program--but not in both. Time of Test, however, is a crossed variable: all students in all classrooms are given a pretest and a posttest.

TABLE I
EXPERIMENTAL DESIGN FOR COMPARING FOLLOW-THROUGH
CLASSES WITH CONTROL CLASSES*

	Follow Through						Control					
	Classes Within Methods											
	1	2	3	4	5	6	7	8	9	10	11	12
Pretest												
Posttest												

* The six classes were different for each method; and each of the twelve classes had a different teacher.

For the different nested analyses, it was necessary to have balanced sample sizes. Therefore, there were random deletions from certain of the classrooms. In addition, one first grade classroom was deleted to obtain six classrooms for each method-grade combination.

Factorial designs were added to the analyses to provide some evaluation of the ethnic variable which was omitted from the nested design because of an inadequate balance of ethnic groups in many of the classrooms. The factorial design included the variables, Method of Teaching, Ethnic Group, and Time of Test. As in the nested design, the dependent measures were scores on the pretests and posttests, except for the COOP tests.

Results of Evaluation Using the Nested Design

1. *WPPSI and WISC* (for Kindergarten and First Grade). Tables II and III provide statistical summaries of the kindergarten and first-grade results. There were six classrooms for each method with eleven students in each classroom. The number of students used in each classroom resulted from the need for complete data on the students and for equal numbers of students in each classroom.

   As shown in Tables II and III, the Follow-Through Program resulted in a positive gain for all tests and grades; whereas the Control Program had positive gains in kindergarten but negative gains in the first grade. The positive gains in kindergarten were somewhat more pronounced than in first grade.

   Tables IV and V present the tests of significance of these results, using the nested design. It can be seen in Table IV that there is a significant Time-of-Test difference (pretest vs. posttest), $P < .001$, but that the amount of posttest gain over pretest must be considered a function of the classroom variable. That is, the significant T by Classes (within methods), $P < .001$, indicates that classrooms differed from each other in the amount of pretest - posttest gain that occurred. These differences among classrooms, however, cannot be said to be dependent upon which method of teaching was used. This finding for kindergarten is similar to what happened last year: when comparing Follow-Through, Keep-Up, and Control Programs for the 1968-69 school year, the same significant interaction was found. It may be noted in Table V that this finding did not occur this year in the first grade.[2] Figure 1 portrays the variation in mean gain among kindergarten classes.

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[2] The first grade was not examined last year.

TABLE II
KINDERGARTEN MEANS AND STANDARD DEVIATIONS OF WPPSI TOTAL SCALED SCORES FOR FOLLOW-THROUGH AND CONTROL PROGRAMS

WPPSI Test	Method	N	Pretest		Posttest		Posttest Mean Minus Pretest Mean
			Mean	S.D.	Mean	S.D.	
Verbal	Follow Through	66	17.97	6.36	18.54	5.38	.57
	Control	66	17.02	5.37	18.65	4.62	1.63
Performance	Follow Through	66	18.67	5.43	20.74	4.25	2.07
	Control	66	17.73	5.25	20.20	5.22	2.47
Total	Follow Through	66	36.64	9.46	39.44	8.22	2.80
	Control	66	34.74	8.86	38.85	8.12	4.11

TABLE III
FIRST-GRADE MEANS AND STANDARD DEVIATIONS OF WISC TOTAL SCALED SCORES FOR FOLLOW-THROUGH AND CONTROL PROGRAMS

WISC Test	Method	N	Pretest		Posttest		Posttest Mean Minus Pretest Mean
			Mean	S.D.	Mean	S.D.	
Verbal	Follow Through	66	18.69	5.30	19.43	5.50	.74
	Control	66	21.38	6.57	19.31	4.98	-2.07
Performance	Follow Through	66	21.00	5.03	21.40	4.84	.40
	Control	66	23.31	4.48	21.24	4.95	-2.07
Total	Follow Through	66	39.45	8.42	40.83	8.63	1.38
	Control	66	44.69	9.25	40.55	8.73	-4.14

TABLE IV
ANALYSIS OF VARIANCE OF KINDERGARTEN SCALED SCORES ON THE WPPSI TOTAL (VERBAL AND PERFORMANCE TESTS COMBINED)

Source of Variation	Degrees of Freedom	Mean Squares	F	Level of Significance
Between Students (b)				
Method (M)	1	101.88	0.81	
Classes (within M)	10	171.52	1.37	
Error (b)	120	125.28		
Within Students (W)				
Time of Test (T)	1	787.64	43.04	.001
T by M	1	28.02	1.53	
T by Classes (within M)	10	64.61	3.53	.001
Error (w)	120	18.30		

TABLE V
ANALYSIS OF VARIANCE OF FIRST GRADE SCALED SCORES ON THE WISC TOTAL (VERBAL AND PERFORMANCE TESTS COMBINED)

Source of Variation	Degrees of Freedom	Mean Squares	F	Level of Significance
Between Students (b)				
Method (M)	1	257.52	1.78	
Classes (within M)	10	55.78	0.38	
Error (b)	72	144.80		
Within Students (w)				
Time of Test (T)	1	80.10	3.99	.05
T by M	1	320.38	15.96	.001
T by Classes (within M)	10	16.69	0.83	
Error (W)	72	20.08		

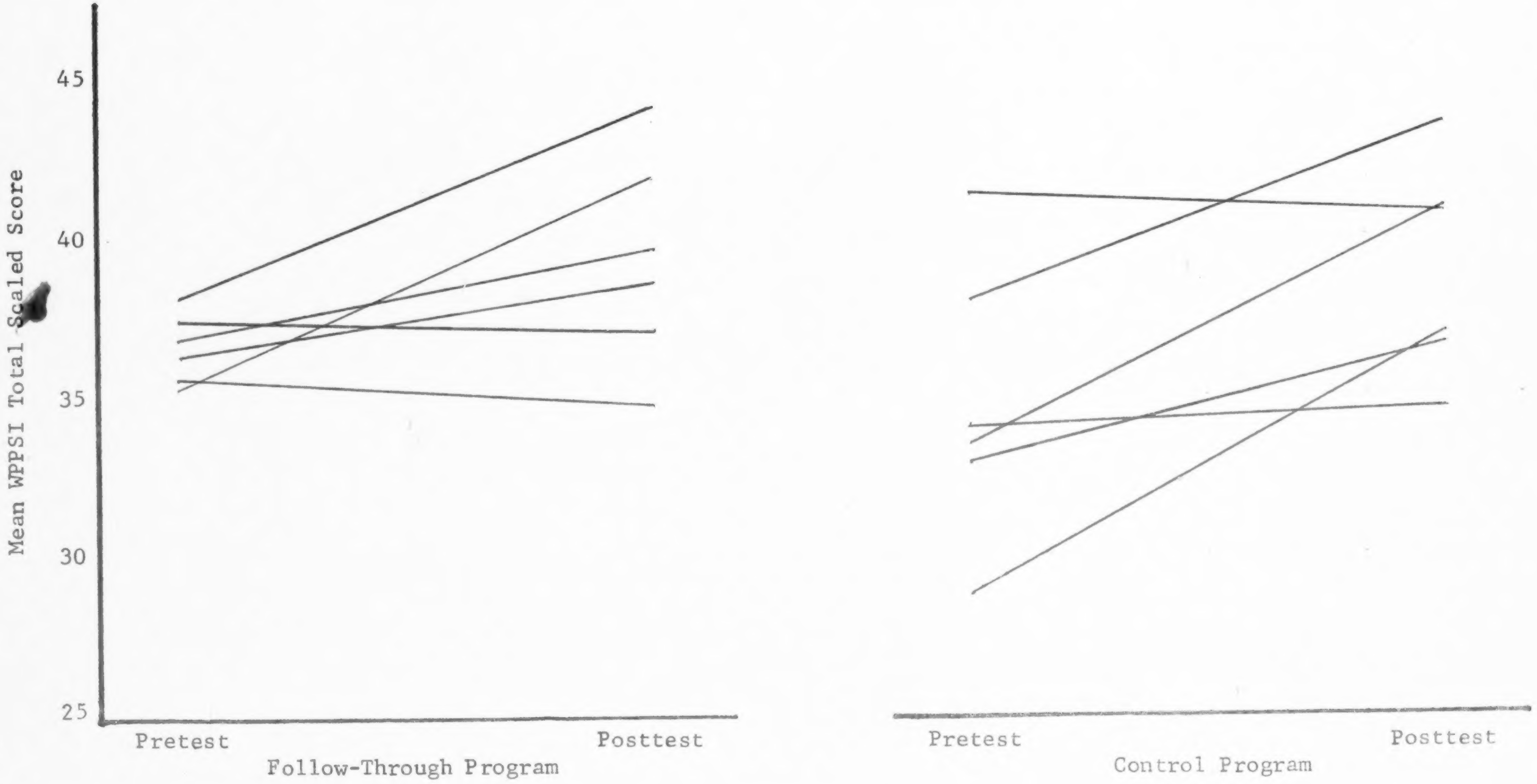

Figure 1. Mean change in WPPSI Total Score from pretest to posttest for individual kindergarten classes in the Follow-Through and Regular District Programs.

An examination of results on Verbal and Performance Subtests indicate the verbal component was the predominant contributor to the variation among classrooms in Time-of-Test gains. On the Verbal Subtest, T by Classes (within methods) was significant, F (10,120)=6.40, P $<$.001; the Performance Subtest did not result in a significant T by Classes (within methods) finding, at the .01 level.

The general finding concerning Classroom variation obtained for the kindergarten classes during the two successive years indicates that significant variability among classroom gains on the WPPSI occur even when the "same" teaching method is used. It appears clear from the various analyses, using different measures of performance, that the "classroom" variable has at least as powerful an effect as any variable in this study. The precise nature of this variable, however, would be difficult to specify: any number of factors varying from classroom to classroom, taken singly or in combination, could have contributed. Additional research is needed in order to isolate these sources of variation.

An examination of Table V and Figure 2 reveals another basic finding for these results. The Time-of-Test by Method interaction was statistically significant for the first grade, P $<$.001. The nature of this finding can be seen upon examining Table III: the Control Program resulted in relatively large negative gains as compared to the smaller positive gains that occurred for the Follow-Through Program. In every case, the Control mean on pretest was higher than the Follow-Through mean. For some reason, the Control Program began higher and dropped in mean value, while the Follow-Through Program began lower and increased. The significant interaction, of course, probably resulted more from the drop in the Control Program than from the gain in the Follow-Through Program. A regression-to-the-mean phenomenon may very well be an important contributor to this interaction. In this context, it is important to stress the need for random assignments of students to programs, or at least a matching of students when they enter the programs. Of course, experimental matching or statistical matching are themselves subject to difficulties. This problem of the comparability of students in different programs is a serious one that must receive careful scrutiny in future work.

2. "C" Test (for kindergarten). There was a significant difference for Time of Test, P $<$.001. However, this difference did not relate to Method of Teaching. Thus, the method variable did not effect differential pretest-posttest gains for the kindergarten children. There was also a significant difference among classrooms, P $<$.001; but this difference did not relate to Time of Test or Method of Teaching. Table VI presents a summary of the statistical results.

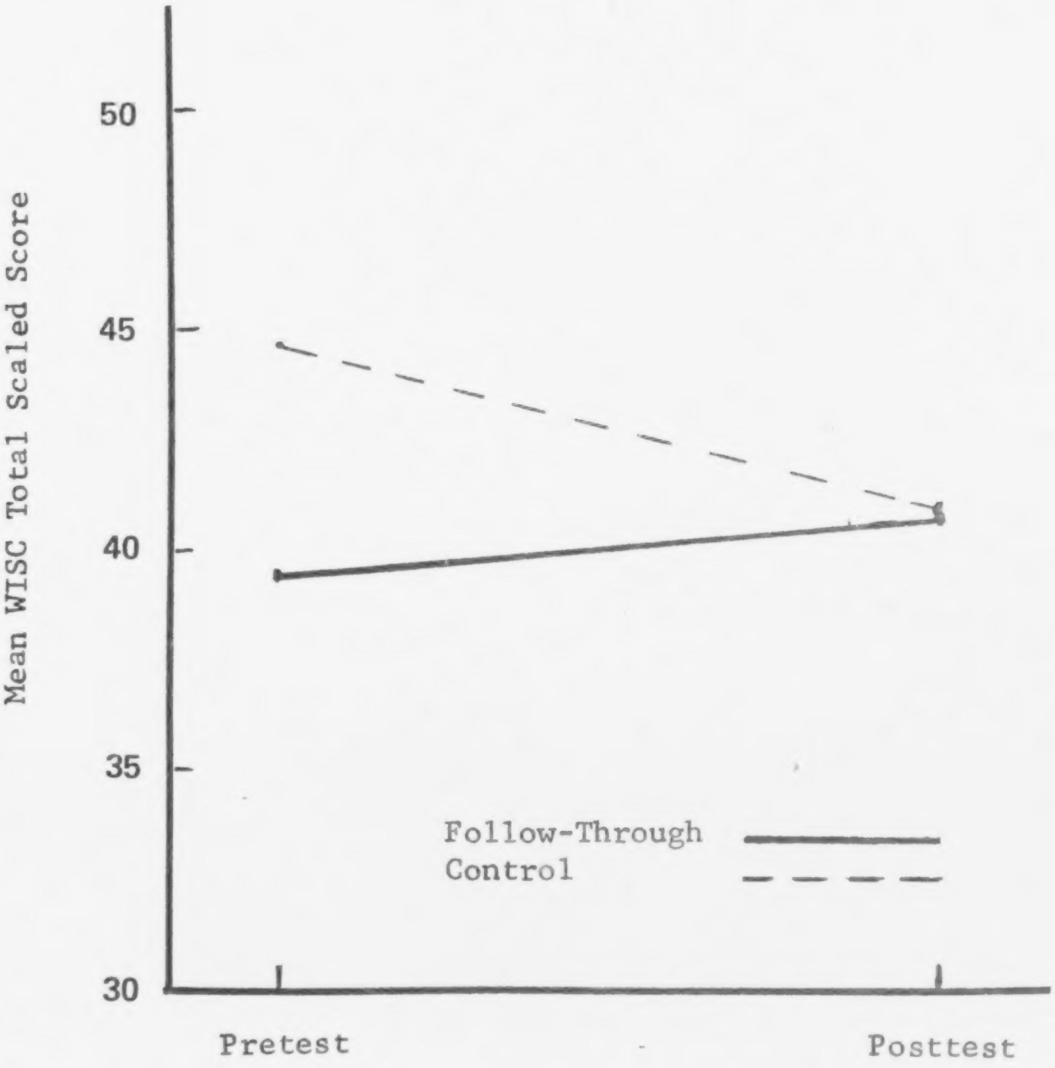

Figure 2. Mean change in WISC Total Score from pretest to posttest for Follow-Through and Control Programs.

TABLE VI
KINDERGARTEN FOLLOW-THROUGH AND CONTROL PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR SCALED SCORES ON THE "C" TEST.

Method	N*	Pretest		Posttest		Posttest Mean Minus Pretest Mean
		Mean	S.D.	Mean	S.D.	
Follow Through	55	3.64	2.58	5.74	3.74	2.10
Control	55	3.93	2.50	5.69	1.68	1.76

3. Innovative Behavior (IB) (for Kindergarten). Table VII presents a summary of pretest and posttest raw-score results for the test of innovative behavior in the kindergarten.

TABLE VII
KINDERGARTEN FOLLOW-THROUGH AND CONTROL PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR RAW SCORES ON THE IB TEST.

Method	N*	Pretest		Posttest		Posttest Mean Minus Pretest Mean
		Mean	S.D.	Mean	S.D.	
Follow Through	55	5.74	3.74	6.20	3.18	.46
Control	55	5.11	3.36	5.94	3.37	.83

Although each program showed a slight gain, the gains were not statistically significant and were not related to Method of Teaching. Furthermore, differences among classrooms were not significant--in contrast to what was found with the WPPSI.

Results of Evaluation Using the Factorial Design

1. WPPSI and WISC (for Kindergarten and First Grade). Because of an insufficient number of cases in the different ethnic groups in many of the classrooms, it was not possible to

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* Because of inadequate data reporting from one kindergarten class, it was necessary to reduce the number of classrooms to five for each method.

include the ethnic variable in the nested design. For this reason a factorial design was used to test the effect of ethnic differences. Students were drawn from all of the classrooms to form the Ethnic by Method by Time-of-Test design. The ethnic variable consisted of Negro-Americans, Mexican-Americans and Anglo-Americans.

There were no statistically reliable results that related the ethnic variable to either Time of Test or Method of Teaching. The two programs, therefore, cannot be said to be differentially effective for Negro-Americans or for Mexican-Americans.

2. Cooperative Primary Reading Tests (for First Grade). There were no statistically significant results relating to the ethnic variable, which in this case consisted of Negro-Americans and Mexican-Americans. Anglo-Americans were omitted because of insufficient numbers. There was a method difference, F (1.59)=6.44, $P < .05$, favoring the Control Program (Mean=134.50) over the Follow-Through Program (Mean=132.32). The difference is slight and only marginally significant. Furthermore, no pretest was administered and thus nothing can be said concerning relative amounts of gain.

3. SAT--Arithmetic Subtest (for First Grade). Only two results were statistically significant: the Posttest mean (1.72) was significantly higher than the Pretest mean (1.42), F (1.58)=64.78, $P < .001$; and the Control mean (1.71) was significantly higher than the Follow-Through mean (1.47), F (1.58)=7.90, $P < .01$. The method result, however, did not relate to the difference between pretest and posttest. The means, of course, are in terms of grade-equivalent scores.

4. Metropolitan Readiness Tests (for First Grade). The Posttest mean (69.55) was significantly higher than the Pretest mean (48.97), F (1,185)=255.64, $P < .001$. The means for Anglo-Americans (66.55), Mexican-Americans (60.74), and Negro-Americans (55.30) were systematically different in the expected direction; but the result was only marginally significant, F (2,185)=6.55, $P < .05$. This result is not surprising when students from different ethnic groups are compared on a particular measure without taking into account a number of other variables, such as socio-economic level and I.Q. Thus, no inference concerning native ability is possible based on these data.

Summary and Discussion

Kindergarten students, who were given the Follow-Through program for the first time, and First-Grade students, who received their second year of the Follow-Through program, were compared to Control students receiving the Regular District Program. Two basic findings were obtained from an examination of pretest and posttest means on the WPPSI and WISC. The first finding occurred for kindergarten children; the second finding occurred for first-grade children.

In kindergarten, there was a statistically significant variation among classrooms on the amounts of posttest gain over pretest on mean WPPSI scores; but this variation cannot be said to be related to which method of teaching was used. In fact, no significant differences involving the method variable occurred in Kindergarten.

In the first grade the significant classroom variation reported for kindergarten did not occur; but there was a significant difference between methods on amounts of pretest-posttest gains: the Follow-Through method gained over time, while the Control method lost. This particular finding appears to be largely a result of the initial difference on WISC pretest, which suggests the operation of some initial selection factor. The verbal component of the WISC was the major contributor to the significant difference in gains.

A comparison of last year's kindergarten with this year's first grade is instructive. Last year, as this year, the Control Program started higher--but ended lower--than the Follow-Through Program. It appears that although the Follow-Through Program last year could raise the children's mean WPPSI score above the Control Group mean, the advantage resulting from one year of Follow-Through could not carry over to the next year. Hence, the Control advantage over Follow-Through at the beginning of the second year of the program, i.e., first grade this year. It will be interesting to examine these same children after three years in the program to test further for the stability of program effects as a function of time in the program.

There were no statistically significant findings on the "C" Test or on the test of Innovative Behavior that related to differences between Follow-Through and Control methods. Both Follow-Through and Control, however, showed significant pretest-posttest gains on the "C" Test but not on the IB Test, though the IB results were in the same direction of posttest over pretest as with "C".

The results of an examination of ethnic differences were not surprising when consideration is given to the fact that the students in this study had not been matched on socio-economic and aptitude variables. Thus, as expected, Anglo-Americans, Mexican-Americans, and Negro-Americans typically performed on tests in that order from high to low. No inferences can be drawn from such results with respect to the innate superiority of one group over another.

It should be said in summary that the Follow-Through Program continues to show promise as an approach, but that more than one or two years needs to be tried before the effects of the program can be tested for stability. The difference here is one between short-term gain and long-term effect--and this makes all the difference. In view of this consideration, the design model for next year's test of the Follow-Through Program will include an examination of effects over all three years of the project as well as comparisons within and between specific years.